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ABSTRACT

The Spanish and English versions of a 3-part, 3-week program designed to help portray non-sex-stereotyped, non-traditional occupational roles for Hispanic females introduce 12 community and school workers employed in non-traditional positions (bus driver, nurse, secretary, principal, fire fighter, letter carrier, police officer, sanitation worker, doctor, grocer/storekeeper, dentist, construction worker). The program is intended to promote a wider range of occupational choices based on the child's interests and abilities, to present positive role models from the Hispanic female's culture, and to enhance developmental skills while maintaining and cultivating the child's own language and culture. The material is multicultural and sensitive to the cultural, linguistic, and regional differences among Spanish speakers in the United States, and can be used by large or small groups or by individual students. The material is appropriate for use in social studies or language classrooms. Each teacher's guide contains lesson plans, including objectives, materials, content, motivation, follow-up activities, and evaluation; directions for games, supplementary activities and an evaluation instrument; an annotated bibliography; and annotated lists of filmstrips, posters, photos, games and puzzles, coloring books, curriculum guides and other resources, with source given for each item. (SB)

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¡T R A B A J A M O S!

A BILINGUAL/MULTICULTURAL CAREER AWARENESS AND

LANGUAGE ENRICHMENT PROGRAM - K-1

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NEW YORK, N. Y. WASHINGTON, D. C.

WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM
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INTRODUCTION

Sexism and racism have historically limited the occupational opportunities of women and minorities. Research has shown that by the early primary grades children are already aware of the stereotyped racial and female roles and have accepted them. For girls, and minority girls in particular, career choices are drastically reduced to a few which are deemed appropriate to women. Traditional career patterns are reinforced in educational institutions, such as elementary school, where students are formally introduced to a variety of occupational role models. Occupational segregation in traditional female roles creates a double limitation on Hispanic women in that their career outlook is restricted by both sex and race.

Evidence of institutionalized sexism and racism prevalent in various segments of the elementary school has been presented in studies such as those conducted by the Baltimore Feminist Project - "Sexism and Racism in Popular Basal Readers, 1964-1976" - and the Council on Interracial Books for Children - "Racism in Career Education Materials". Another study by the Council on Interracial Books for Children - "Feminists Look at One Hundred Books: The Portrayal of Women in Children's Books on Hispanic Themes" found that the females in children's books were involved in activities such as gardening, sewing, playing with a girl friend and play acting. Young girls were always "mother's helper" - cooking and cleaning. Mothers were primarily portrayed as housewives. However, if they were employed, it was generally as housewives with low- or non-skilled jobs in either factories or hospitals or as domestics who also cook, clean and mother after work. Relatively few Hispanic women were portrayed in any skilled or creative jobs. Consequently, young Hispanic females can infer from these occupational role models that their role in life is to become a housewife, or a combined housewife and low-skilled worker.

Although the elementary school has traditionally reinforced sex-role stereotypes, it could nonetheless serve as an effective institution for developing non-sex-stereotyped, non-traditional occupational roles. The Bilingual/Multicultural Career Awareness Program for Beginning Primary Hispanic Students is designed to serve this purpose. Twelve workers from the school and community in non-sex-stereotyped occupations are introduced into the social studies curriculum at the beginning primary grades. The program consists of two kits: one in Spanish and one in English. Each kit is a three-week unit which can be easily integrated into the existing curriculum. Each career awareness kit is intended to promote a wider range of occupational choices based on the students' interests and abilities, rather than on the traditional sex-stereotyped roles. As the material is multicultural, it is sensitive to cultural and linguistic differences among groups which comprise the Hispanic community. The scope of career models presented is broad enough to take into account the regionalism of different Spanish-speaking groups throughout the U.S. At the same time, the students' own culture and language are enhanced throughout the program. The student may progress in the program while learning a second language.

This career awareness program is designed to promote a wide range of program and learning objectives.

Program Objectives

To focus on the development of self-awareness, decision making and occupational awareness for the Hispanic female while maintaining and cul-

tivating the child's own culture and language as part of the total program

To emphasize career development activities which will help Hispanic females develop realistic employment goals and compete successfully in the labor market

To present positive role models from the Hispanic female's own culture in non-sexist, non-traditional roles in order to enhance her self-image

Learning Objectives

To introduce students to school and community workers in non-sexist, non-traditional roles which broaden the career options of both sexes

To encourage both sexes to choose careers based upon individual interests and abilities rather than on sex role socialization

To introduce and use vocabulary, non-sexist terms and structures relating to school and community workers and their roles

Developmental Skills

In addition to the Program Objectives and the Learning Objectives, the authors have emphasized developmental skills which reinforce the basic skills introduced in other curriculum areas at the beginning primary level. The design of the learning materials will enable the student to:

Develop the ability to discriminate visually between objects that are different in size, shape, kind, form, position and purpose

Develop visual literacy through the association of pictures with written words and symbols

Develop the ability to use left to right hand and eye coordination

Develop the ability to identify configurations

Develop the ability to identify and use numerals and numbers

Provide practice in large motor coordination

Provide practice in fine motor coordination through a variety of tracing tasks, drawing tasks, etc.

Provide practice in auditory discrimination

Components of the Bilingual/Multicultural Career Awareness Program for Beginning Primary Hispanic Students

English Language Kit

Teacher's Guide

- Lesson Plans
  - Behavioral Objectives
    - Linguistic
    - Socio-Cultural
  - Materials
    - Description of career picture
    - Description of student materials
  - Motivation
  - Lesson Content
  - Evaluation
  - Follow-Up Activities

Packet of Materials

- Career pictures corresponding to each individual lesson
- Student materials corresponding to each individual lesson (dittos, songs, games, suggested activities)

Evaluation Instrument

- Pre-test and post-test to assess student changes in attitudes toward career role models

Student Log

- Compilation of student's work as student progresses through the program

Bibliography and Resource Materials

- Commercial publications
- School district curriculum programs

Spanish Language Kit

Teacher's Guide

- Lesson Plans
  - Behavioral Objectives
    - Linguistic
    - Socio-Cultural
  - Materials
    - Description of career pictures
    - Description of student materials
  - Motivation
  - Lesson Content
  - Evaluation
  - Follow-Up Activities

Packet of Materials

Career pictures corresponding to each individual lesson
Student materials corresponding to each individual lesson
(dittos, songs, games, suggested activities)

Evaluation Instrument

Pre-test and post-test to assess student changes in attitudes toward career role models

Student Log

Compilation of student's work as student progresses through the program

Bibliography and Resource Materials

Commercial publications
School district curriculum programs

Use of the Program

These self-contained instructional kits may be used in a variety of ways depending on the scope and design of the school district's program. The materials may be used within the framework of large group instruction or small group instruction or by individual students.

The kits can be used in the primary learning vernacular of the students. They can also be used in the second language of the students in order to enhance their facility in the second language. Therefore, this program may be integrated into the existing language arts curriculum, second language curriculum and social studies curriculum.

The teacher should assess the needs of the individual students in order to determine a realistic pace for implementing the program. Some lesson plans may require one or two days to complete as there are a variety of activities for the students to engage in. This learning instrument has been structured so that the lessons and activities may be completed within a flexible time frame.

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KITS 1-5

SCHOOL HELPERS

ENGLISH EDITION

SCHOOL BUS DRIVER--SCHOOL HELPER

BEHAVIORAL OBJECTIVES	PROCEDURES	LESSON CONTENT	EVALUATION and FOLLOW-UP
LINGUISTIC Given a series of learning activities, students will be able to use the following terms: school bus driver school bus drives SOCIO-CULTURAL Given a series of learning activities, students will be able to identify: a female or male in the role of school bus driver the job performed by a school bus driver that the skills for the job are not determined by sex but are based on interests and abilities	MATERIALS Picture of a Puerto Rican female school bus driver Cutouts of feet, bicycle, car, school bus and school Crayons Two dittos MOTIVATION Teacher asks students, "How did you get to school today?" Today is Elena's first day at school. She lives far away. "How can she get to school?" Show students cutouts of different modes of transportation: feet (too far) bicycle (too far, bad weather) car (parents work) school bus "Which is the best way to go to school?" Elena must take the bus to school.	Show picture - "School Bus Driver" Teacher holds up cutout of school bus. The school bus driver has to drive Elena and her friend, Matthew, to school Teacher asks for student volunteers to play the roles of school bus driver, Elena, and Matthew. In this play activity, the school bus driver will pick up Elena and Matthew and take them to school. (NOTE: This activity should be repeated several times using females and males as school bus drivers.)	EVALUATION Hold up the picture of the school bus driver "What job does this person do?" "What do you like best about this job?" FOLLOW-UP 1. Ditto - "Our School Bus." Directions: Have the students complete the outline of the school bus by following the numbers with their crayons. 2. Ditto - "Which Does Not Belong?" Directions: Have the students put an "X" on the thing that does not belong in the picture.

SECRETARY--SCHOOL HELPER

BEHAVIORAL OBJECTIVES	PROCEDURES	LESSON CONTENT	EVALUATION and FOLLOW-UP
LINGUISTIC Given a series of learning activities, students will be able to use the following terms: secretary office typewriter types telephone desk SOCIO-CULTURAL Given a series of learning activities, students will be able to identify: a female or male in the role of a secretary the job performed by a secretary that the skills for the job are not determined by sex but are based on interests and abilities	MATERIALS Picture of a white male secretary Crayons and scissors One puzzle with blank form in shape of a secretary Three dittos MOTIVATION Pieces of a puzzle of an office scene including the following articles: desk telephone typewriter pencils and pens Students and teacher identify the articles. "Do you know what this is?" (NOTE: There should be an empty space in the shape of a secretary in the puzzle.) "Who do you think works here?" Teacher completes puzzle by placing the figure of the secretary in the outline.	Show picture - "Secretary" "Have you ever seen a secretary work?" "What does a secretary do with a typewriter?" (The teacher should take a typewriter into the classroom where possible.) Teacher distributes dittos which are the finished puzzles. Teacher and students identify the other things the secretary uses. "Can you find the desk, telephone, typewriter, pen and pencil in your puzzle?" Teacher distributes crayons and scissors. Ask the students to color and cut along the dotted line. Ask the students to put their puzzle pieces together to complete the puzzle.	EVALUATION Hold up the picture of the secretary. "What job does a secretary do?" "What do you like best about this job?" FOLLOW-UP 1. Ditto - "What is Missing from the Secretary's Desk?" Directions: Have the students put an "X" on the thing that is missing from the secretary's desk in the second picture. 2. Ditto - "Typewriter." Directions: Have the students color in the typewriter. 3. Alternative activity: Teacher takes class on a visit to the school secretary's office. Teacher has prepared for the trip in advance and has asked the secretary to demonstrate the work she/he does. Teacher asks students to try to remember what the secretary uses to do her/his work. The students return to the classroom.

PRINCIPAL--SCHOOL HELPER

BEHAVIORAL OBJECTIVES	PROCEDURES	LESSON CONTENT	EVALUATION and FOLLOW-UP
LINGUISTIC Given a series of learning activities, students will be able to use the following terms: principal office school leader SOCIO-CULTURAL Given a series of learning activities, students will be able to identify: a female or male in the role of a principal the job performed by the principal that the skills for the job are not determined by sex but are based on interests and abilities	MATERIALS Picture of an older Mexican-American principal Crayons Three dittos MOTIVATION "Have you ever gotten lost in the school building?" "How did you find your way?" "Ana was lost on her first day of school. She was looking for her classroom but could not find it. As she walked through the halls, she met Ms. Rivera." "Ms. Rivera helped Ana find her classroom."	Show picture - "Principal" "Ms. Rivera is an important person in the school. She is the principal. She is the leader of the school." "Let us see how Ms. Rivera helped Ana find her classroom." (NOTE: Teacher distributes ditto to the students. Ask the students to follow the line that led Ana and Ms. Rivera to Ana's classroom.) "Where have you seen the principal in our school?" "How has our principal helped you?"	EVALUATION Hold up the picture of the principal. "What job does the principal do?" "What do you like best about this job?" FOLLOW-UP 1. Ditto - "Let's Find the Principal." Directions: Have the students follow the arrows to find the principal. Color in the picture of the people you meet at school. 2. Ditto - "Who Am I?" Directions: Have the students trace the outline of the principal.

NURSE--SCHOOL HELPER

BEHAVIORAL OBJECTIVES	PROCEDURES	LESSON CONTENT	EVALUATION and FOLLOW-UP
LINGUISTIC Given a series of learning activities, students will be able to use the following terms: nurse temperature thermometer eye chart growth chart height weight scale SOCIO-CULTURAL Given a series of learning activities, students will be able to identify: a female or male in the role of a nurse the job performed by a nurse that the skills for the job are not determined by sex but are based on interests and abilities	MATERIALS Picture of Asian male nurse Grab bag Pictures of thermometer, eye chart, growth chart and scale Crayons, scissors and paste Growth chart Three dittos MOTIVATION Teacher has grab bag with pictures of things used in a nurse's office. These include: thermometer eye chart growth chart scale Teacher asks student to pick out picture from grab bag. "Can you tell the class what this picture is?" "Who uses these things?"	Show picture - "Nurse" "This is a nurse." "Has anyone bee to the nurse's office?" "Why did you go?" "What things do you see in the office?" (NOTE: Teacher points to each item.) Teacher distributes crayons, scissors, paste and 2 ditto sheets - "Match Them Up." One sheet has objects used in the nurse's office. One sheet is a picture of the nurse's office with blank spaces in the shape of the things in the office. Directions: Have the students cut out, match and paste the objects to the blank space.	EVALUATION Hold up the picture of the nurse. "What does the nurse do?" "What do you like best about this job?" FOLLOW-UP 1. Growth chart - "So Big." Teacher makes a growth chart and places it on the front wall. Teacher measures the height of each student. 2. Ditto - "Eye See You." Directions: Have the students color the symbols and indicate the direction of the symbols with their hands.

REVIEW LESSON--SCHOOL HELPER

BEHAVIORAL OBJECTIVES	PROCEDURES	LESSON CONTENT	EVALUATION and FOLLOW-UP
LINGUISTIC Given a series of learning activities, students will be able to identify the title and job performed by: school bus driver school nurse school secretary principal SOCIO-CULTURAL Given a series of learning activities, students will be able to identify: a female or male in the role of school bus driver, nurse, secretary or principal the jobs performed by these school helpers that the skills for the jobs are not determined by sex but are based on interests and abilities	MATERIALS Four pictures - school bus driver, school nurse, secretary and principal Pictures of places of work Map of school (ditto) Crayons Two dittos MOTIVATION Teacher distributes ditto of map of school and the crayons. "How many students come to school by the school bus?" "Where does the bus driver leave you off?" "The bus driver leaves Elena off at the front of the school. "This is a picture of a school bus." "With your crayon, put an "X" on the school bus.	Teacher has pictures of school helpers at the front of the room. "Let's pretend you are visiting the offices in the school." "This is a picture of the nurse's office. With your crayon, put an "X" on the nurse's office. "This is a picture of the secretary's office. Put an "X" on the secretary's office. "This is a picture of the principal's office. Put an "X" on the principal's office. "Let's pretend you are walking around this school." "How would you go from the school bus to the nurse's office? Follow the line with your crayon." "How would you go from the nurse's office to the secretary's office? Follow the line with your crayon." "How would you go from the secretary's office to the principal's office? Follow the line with your crayon."	EVALUATION MY WORK AT SCHOOL 1. Draw a picture of the school helper you would like to be. 2. Ditto - "The Big School House." Directions: Have the students put an "X" on the big school house. (Students can color in the school houses.)

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SUPPLEMENTARY ACTIVITIES

GAMES

EVALUATION INSTRUMENT

ANNOTATED BIBLIOGRAPHY

ENGLISH EDITION

SUPPLEMENTARY ACTIVITIES

The following activities provide further reinforcement of the objectives of this career awareness program. These may be added to the individual lesson plans or used as supplements or alternatives for review of the program.

1. Invite people from the community who are in non-traditional jobs. Most police departments now hire women. Hospitals are good sources for male nurses. Many communities have female doctors.

2. Creative Dramatics. Each student can choose a worker that she or he would like to be. The student can act out the duties for that job while the other children try to guess who the worker is.

3. Students can select a worker they would like to be and make up a four-page book with their own drawings about the job they chose.

4. Student Log. Each student draws a cover for a folder in which she/he will place the dittos used in each lesson. At the end of the unit each student will have a record of the school and community workers studied.

Game

CAREER DOMINOS

Separate all the cards.

Instructions:

1. Place all the cards face down. Do not overlap.

2. Each player draws 5 cards.

3. The first player lays a card in the middle of the table.

4. The opponent must match each picture at either end of the card from her/his pile.

5. Play continues accordingly until one player cannot match the picture on either end from her/his pile. The player must then draw from the master pile until she/he can play.

6. The first player to play all her/his cards from her/his own pile wins.

Game

CAREERLAND RACES

Materials: Cardboard discs) Provided by teacher
Dice)

Object: To be the first to reach "Careerland"

To play:

1. Players choose a disc and place it on the "start" position.

2. Each player in turn rolls the dice and proceeds along the path toward "Careerland."

3. Should a player land on a space with instructions, she/he must follow them.

4. If a player throws the dice and lands on a space marked with a "star," she/he may move any other player backward two spaces. The player that has been moved must follow any instructions on the space she/he is moved to.

5. Game ends when the first player moves across the finish line into "Careerland."

DIRECTIONS FOR EVALUATION INSTRUMENT

Write or print your name on the front of your booklet on the line at the top of the page. On the same page, if you are a boy, put an "X" on the boy's face. If you are a girl, put an "X" on the girl's face.

Today we are going to ask you questions about the jobs people do. I will tell you about each job. After I tell you about the job, I will ask you, "Who do you think can do this job?"

I will show you a picture of a man's face and a picture of a woman's face. Can everyone point to the man's face? Can everyone point to the woman's face?

Please turn your page.

There are five different ways to answer each question. Look carefully at your page. In box number one, there are only women. If you think only women can do this job, put an "X" in box number one. In box number two, there are more women than men. If you think that more women than men can do this job, put an "X" in box number two. In box number three, there are the same number of women and men. If you think that the same number of women and men can do this job, put an "X" in box number three. In box number four, there are more men than women. If you think that more men than women can do this job, put an "X" in box number four. In box number five, there are only men. If you think only men can do this job, put an "X" in box number five.

Look at the faces on your paper. Mothers are people who have children. Who do you think can be mothers? Put an "X" in the box that shows who can be mothers.

Please turn your page.

Fathers are people who have children. Who do you think can be fathers? Put an "X" in the box that shows who can be fathers.

Please turn your page.

Look at the faces on your paper. Teachers are people who teach children in school. Who do you think can be teachers? If you think only women can be teachers, put an "X" in box number one. If you think more women than men can be teachers, put an "X" in box number two. If you think that the same number of women and men can be teachers, put an "X" in box number three. If you think more men than women can be teachers, put an "X" in box number four. If you think only men can be teachers, put an "X" in box number five.

Turn your page. Do not say anything out loud. I will tell you about a job. After I tell you about the job, put an "X" in the box that shows the people you think can do this job. I will tell you when to turn the page.

1. School bus drivers are people who drive the children to school. Who can be school bus drivers? Put an "X" in the box of the people you think can do this job.

Please turn your page.

2. School secretaries are people who work in an office in the school. Who can be school secretaries? Put an "X" in the box of the people you think can do this job.

Please turn your page.

3. Principals are people who are leaders of schools. Who can be principals? Put an "X" in the box of the people who you think can do this job.

Please turn your page.

4. Nurses are people who help take care of us when we are hurt or sick. Who can be nurses? Put an "X" in the box of the people you think can do this job.

Please turn your page.

5. Firefighters are people who put out fires. Who can be firefighters? Put an "X" in the box of the people you think can do this job.

Please turn your page.

6. Sanitation workers are people who keep our streets clean. Who can be sanitation workers? Put an "X" in the box of the people you think can do this job.

Please turn your page.

7. Police officers are people who help keep our streets safe. Who can be police officers? Put an "X" in the box of the people you think can do this job.

Please turn your page.

8. Letter carriers are people who bring us our mail. Who can be letter carriers? Put an "X" in the box of the people you think can do this job.

Please turn your page.

9. Shopkeepers are people who sell us things from their stores. Who can be shopkeepers? Put an "X" in the box of the people you think can do this job.

Please turn your page.

10. Construction workers are people who build roads and buildings. Who can be construction workers? Put an "X" in the box of the people you think can do this job.

Please turn your page.

11. Doctors are people who take care of us when we are hurt or sick. Who can be doctors? Put an "X" in the box of the people you think can do this job.

Please turn your page.

12. Dentists are people who take care of our teeth. Who can be dentists? Put an "X" in the box of the people you think cna do this job.

Please put your pencils down.

Bibliography

Career Awareness Picture Books - Available in English Only
Commercial Publications (unless otherwise indicated)

A Woman Is . . . . . - Pellet, Elizabeth, Osen, Deborah K., and May, Marguerite P. Walnut Creek, CA: Aardvark Media, Inc., 1971. Tells in poetic form what a woman is by describing some of the many roles women fill. Excellent representation of various racial and ethnic groups.

All Kinds of Mothers - Brownstone, Cecily. N. Y.: McKay, 1969. An interracial book showing mothers who work both outside and inside the home.

Busy People - Kaufman, Joe. Doris Doctor, Trudy Teacher and Irma Installer are among the busy people to be found here. Feminist Book Mart, 162-11 Ninth Avenue, Whitestone, N. Y. 11357.

Busy People and How They Do Their Work - Kaufman, Joe. N. Y.: Golden Press, 1973. Pictures of a boy and girl roller skating together, female and male telephone operators, and female and male postal workers.

Fire Girl - Ages 6-12. The Feminist Press, Box 334, Old Westbury, N. Y. 11568. $3.25.

Girls Can Be Anything - Klein, Norma. Feminist Book Mart, 162-11 Ninth Avenue, Whitestone, N. Y. 11357.

He Bear, She Bear - Berenstein, Stan and Jan. N. Y.: Random House, 1974.

Just Think - Miles, Betty and Blos, Joan. N. Y.: Knopf, 1971. Shows mothers who work outside the home, fathers enjoying their children.

¿Los Camiones, Que Hacen? - Harper & Row, Dept. 363, 10 E. 53d. St., N. Y., N. Y. 10022. Story about truck drivers and what they do.

Mommies at Work - Merriam, Eve. N. Y.: Knopf, 1961. Combines the home-making and working qualities of women and depicts interesting jobs held by women.

Mothers Can Do Anything - Lasker, Joe. Chicago: Albert Whitman.

My Mother the Mail Carrier
Mi Mamá La Cartera _____ - Inez Maury. Spanish translation. Norah E. Alemary Publishers - The Feminist Press, Box 334, Old Westbury, N. Y. 11568. Ages 4-9. $3.50 - 32 pages.

Tommy Goes to the Doctor - Wolde, Grenilla. Boston: Houghton Mifflin, 1972. Tommy does to his teddy bear what his doctor (a women) does to him.

Career Awareness Picture Books - Available in English Only (continued)

What Can She Be? - Goldreich, Gloria and Goldreich, Esther. N. Y.: Lothrop, Lee & Shepard, 1972. A veterinarian. Photographs show a female veterinarian taking care of animals in her hospital. Other "What Can She Be?" books portray the work of a broadcaster, a lawyer and a police officer.

What I Want to Be When I Grow Up - Burnett, Carol. N. Y.: Simon and Schuster, 1975.

FILMSTRIPS

A Girl Like Me/A Boy Like Me

2 filmstrips with cassettes and instructor's guide designed to confront sex role stereotypes and create positive self-images for women.

Women's Media Workshop, Inc.
Storyboards by Zelda Zelden, Linda Haggerty and Isabel Luque Black
Instructor's Guide - Dr. Myra Sadker
SA 100 set in English $32.00
SA 100 SP set in Spanish $36.00
Miller-Brody Production, Inc.
342 Madison Avenue - Dept. BM
New York, New York 10017

Career Awareness Series - Introduction to the World of Work

4 filmstrips and 4 cassettes (Spanish on one side, English on the other)
Primary and Elementary Grades
Filmstrip 1. Waking Up to a Busy Day
" 2. People Who Help Our Community
" 3. What is Our Economy?
" 4. Workers and Their Work
Per Bilingual set $72.00
Bilingual Education Services, Inc.
P. O. Box 669
1603 Hope Street
South Pasadena, California 91030

Career Development for Primary Grades. English/Spanish
The World of Work

Kit - 4 filmstrips, 4 cassettes and teacher's guide with student activities on blackline originals. $81.00
Teacher's Guide $12.00
Gerald Madigan, Thomas Snyder and Joan Thames
Filmstrip 1. People Make a School Go
" 2. Teamwork in a Toy Factory
" 3. Working for an Airline
" 4. Look Out, World, Here I Come!

El Mundo del Trabajo

Gerald Madigan, Thomas Snyder, Joan Thames, A. Ruben, B. Sonico.
Filmstrip 1. La Gente hace la Escuela
" 2. Trabajo Conjunto en una Fábrica de Juguetes
" 3. Trabajando en un Líñea Aerea
" 4. ¡Cuidado Mundo ... Que Aquí Vengo!

Media Materials - Commercial Publications

Filmstrip "People Who Work"

Filmstrips and cassettes which stress multi-ethnic world and portray women realistically and actively involved in a working society. Available in English only.

Filmstrip Unit 1: Doctor, Baker, Quiltmaker, Naturalist, Toymaker
5 sound/filmstrips, career hats, finger puppets, Teaching Guide, records/cassettes $79.50

Unit 2: Architect, Photographer, Pilot, Pet Shop Owner, Farmer
5 sound/filmstrips, career hats, finger puppets, Teaching Guide, records/cassettes $79.50

Scholastic Book Service
904 Sylvan Avenue
Englewood Cliffs, N. J. 07632

Trabajemos Con Calle Sésamo

3 career oriented units each contains 1 filmstrip with cassette, student reader, student activity book and teacher's manual.

Unit 1: Working in Home Construction
Unit 2: Working with Animals
Unit 3: Working in Transportation
Cost per Unit $39.95
Complete Set $119.00
Bilingual Education Services, Inc.
P. O. Box 669
1603 Hope Street
South Pasadena, California 91030

Photo
"Carteles de Trabajadores"

Twelve 18 X 20 color picture cards depicting Mexican/American people employed in different jobs throughout the nation.

Developmental Learning Materials
7440 Natchez Avenue
Niles, Illinois 60648

"Mothers Do Many Kinds of Work"

Poster of women engaged in several work situations. Free.

Scott, Foresman and Co.
99 Bauer Drive
Oakland, N. J. 07436

"People at Work"

Twenty-four 8 X 10 black and white photos of people at work.

Women's Action Alliance, Inc.
Non-Sexist Child Development Project
370 Lexington Avenue
New York, N. Y. 10017

Media Materials - Commercial Publications

"People at Work Photo Packet"
Twenty 8 X 10 black-and-white photos of women and men in various non-traditional jobs.
Change for Children
532 Valencia Street
San Francisco, California 94110

"Photos of Women in Non-Stereotyped Occupations"
Set 1 - Community Helpers
Set 2 - Professionals
$2.50 and 25¢ postage per set
Feminist Resources for Equal Education
P. O. Box 3185
Saxonville Station
Framingham, Mass. 01701

"Women at Work"
Fifteen 8 X 10 photo reproductions of women of different ages and ethnic backgrounds working in non-traditional jobs.
Change for Children
532 Valencia Street
San Francisco, California 94110

Games and Puzzles

Games: 1. Community Careers - Multi-ethnic, non-sexist figures for flannel board. $5.00 + 15% postage
Produced by Instructo Corp.

2. Our Community Helpers Play People - male and female letter carriers, construction workers, doctors, nurses, police officers and business executives. $6.00
Produced by Milton Bradley

Women's Action Alliance
370 Lexington Avenue
New York, N. Y. 10017

Puzzles: Multiracial, non-sexist puzzles of a female crossing guard and a female doctor.
Judy Puzzles
General Learning Corp.
Morristown, N. J. 07960

Ahora sabes acerca de la gente en el trabajo. A career awareness program for primary grades of Spanish and English at an intermediate reading level. Components include Teacher's Guide; Readers, set of 5; Cassettes, set of 5. $59.50 per set.
Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611

Project Equality, D. L. Glennon, Director
A set of non-sexist cover education materials that include outlines of lesson plans for task simulation activities; pictures of job situations; outlines of lessons in career education filmstrip; cassette presentation on selected occupations, resource test and media display kits. Available in English only.
Project Equality, DL & Associates, 29638 41st Place South, Auburn, Washington 98002

General Resources - Available in English Only
Commercial Publications

Guidelines for Creating Positive Sexual & Racial Images in Educational Materials - MacMillan Publishing Co., Inc., 866 Third Avenue, New York, N.Y. 10002

Guidelines for the Development of Elementary & Secondary Instructional Materials: The Treatment of Sex Roles. 1975. Holt, Rinehart and Winston, School Dept., 383 Madison Avenue, New York, N.Y. 10017

100 Children's Books About Puerto Ricans: A Study in Racism, Sexism and Colonialism. Interracial Books for Children, Vol. IV Nos. 1 & 2: Spring 1972. Racism & Sexism Resource Center for Educators, Council on Interracial Books for Children, 1841 Broadway, New York, N. Y. 10023 16 pp $2.50

Career Awareness Storybooks and Coloring Books
Non-Commercial Publications

Elementary Sex Stereotyped Careers

Curricular materials, Career Education Project, Dept. of Education, Commonwealth of Puerto Rico. 1976-77.
Coloring book pictures portraying women in non-traditional roles.

Los Servidores Públicos

Fernández Editores, S.A. Calzada Mexico Coyoacán 321, Mexico 13, D.F. 1974. 5 - 7 years. Spanish. 1 book - $0.30
Used to introduce children to community people and their occupations.

My Family & My School

El Renacimiento, P. O. Box 465, Lansing, Michigan 48902. 1972.
3 - 8 years. English/Spanish. 1 book.
Combination coloring book and storybook, for migrant preschool children to introduce concepts of family and school; can be used with Spanish-speaking students of Southwest.

Bilingual Early Childhood Program

English/Spanish.
Four components: instructional, staff development, parenteral involvement, music.

Level One - 3 years	$498.00
Level Two - 4 years	$420.00
Level Three- 5 years	$594.00

Southwest Educational Development Laboratory
P. O. Box 1003
Austin, Texas 78767

Curriculum Guide and Bibliography

Reducing Sex-Role Stereotyping Through Career Education.
Although a high school program, the rationale is good and there are many good ideas for non-sexist career education at any level.
Available in Engligh only.

Kathy Quinn
Bristol Career Education Program
Bristol, Conn. 06010

Development of Career Awareness Materials for Spanish Speaking Migrant Children. Grades K-6. A Technical Report. An Executive Summary.

Twelve different career education bilingual (Spanish/English) curriculum units at different levels of student reading ability - Level A - non-reader, Level B - beginning reader, Level C - advanced reader.

Superintendent of Documents
U. S. Government Printing Office
Washington, D.C. 20402

$49.00 per set

Discover the World of Work

Teacher's Guide/Student Materials. Spanish/English Career Education materials. Grades K-6. A series of 12 curriculum units, each on a different occupation designed to develop career awareness in a migrant and non-migrant Spanish speaking student, at the advanced, beginning and non-reading levels.
Police Officer, Nurse, Beautician, Sales Clerk, Bank Teller, Butcher, Shipping and Receiving Clerk, Appliance Repair Person, Telephone Operator, Auto Mechanic, Cattle Rancher, Fruit Grower.

Superintendent of Documents
U. S. Government Printing Office
Washington, D.C. 20402

$49.00 per set

Curriculum Guides - Non-Commercial Publications

Instructional Resource Unit

Bilingual Education Program. 22 units of instruction including community helpers. Spanish/English program for students age 5.
1 book - $3.00

Houston I.S.D.
3830 Richmond Avenue
Houston, Texas 77027

Kindergarten Curriculum

Bilingual Education Project. 17 units in English and Spanish which include community helpers. For students age 5. 3 books - $11.00.

Las Cruces School District #2
Las Cruces, New Mexico 88001

Nuestra Raza: Sus Trabajos y Sus Construcciones

K, 1, and 2. English/Spanish - bilingual career education materials. Although heavily male oriented, there has been a conscious effort to incorporate materials on women.

Austin Independent School District, 1
Department of Bilingual Education
Austin, Texas 78710

"Una Escoba Para Ana, Cien Oficios Para Juan"

Módulo Número 5. La Comisión Para el Mejoramiento de los Derechos de la Mujer.
A training module in Spanish for elementary school teachers in career awareness.

Departamento de Instrucción
del Estado Libre Asociado de Puerto Rico
Calle Hoare Número 705
Santurce, Puerto Rico 00910

Education Development Center
55 Chapel Street
Newton, Massachusetts 02160

General Resources - Non-Commercial Publications
Available in English Only

Facilities Handbook for Career Education

National Institute of Education
Education and Work Group
1200 19th Street N.W.
Washington, D.C. 20036

The Effects of a Career Education Curriculum on the Racial Attitudes of Kindergarten Children

Includes descriptive elements on how a curriculum may be designed with color and race in mind while at the same time working towards career orientation. Helps to develop positive self-image and career awareness.

Mr. Primo Toccafondi, Project Coordinator
Career Education
Newark School District
Newark, Delaware 19711

The Development of Career Awareness in Young Children

National Institute of Education
Education and Work Group
1200 19th Street N.W.
Washington, D.C. 20036

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¡T R A B A J A M O S!

A BILINGUAL/MULTICULTURAL CAREER AWARENESS AND LANGUAGE ENRICHMENT PROGRAM - K-1

DIRECTORS: MARGOT A. VAZQUEZ BENARIO
RENEE Z. SHERMAN

LANGUAGE AND CULTURAL ADVISORS: ESPERANZA HERNANDEZ
MARTA COTERA

ARTIST: JOAN M. KIRSCHNER

SECRETARY: BLODWEN A. JIMENEZ

NEW YORK, N. Y. WASHINGTON, D. C.

WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM
U. S. EDUCATION DEPARTMENT

SHIRLEY M. HUFSTEDLER, SECRETARY

STEVEN A. MINTER, UNDER SECRETARY
F. JAMES RUTHERFORD, ASSISTANT SECRETARY FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

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Discrimination Prohibited: No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.

Printed and distributed by Education Development Center, 1980,
55 Chapel Street, Newton, Massachusetts 02160.

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INTRODUCTION

Sexism and racism have historically limited the occupational opportunities of women and minorities. Research has shown that by the early primary grades children are already aware of the stereotyped racial and female roles and have accepted them. For girls, and minority girls in particular, career choices are drastically reduced to a few which are deemed appropriate to women. Traditional career patterns are reinforced in educational institutions, such as elementary school, where students are formally introduced to a variety of occupational role models. Occupational segregation in traditional female roles creates a double limitation on Hispanic women in that their career outlook is restricted by both sex and race.

Evidence of institutionalized sexism and racism prevalent in various segments of the elementary school has been presented in studies such as those conducted by the Baltimore Feminist Project - "Sexism and Racism in Popular Basal Readers, 1964-1976" - and the Council on Interracial Books for Children - "Racism in Career Education Materials". Another study by the Council on Interracial Books for Children - "Feminists Look at One Hundred Books: The Portrayal of Women in Children's Books on Hispanic Themes" found that the females in children's books were involved in activities such as gardening, sewing, playing with a girl friend and play acting. Young girls were always "mother's helper" - cooking and cleaning. Mothers were primarily portrayed as housewives. However, if they were employed, it was generally as housewives with low- or non-skilled jobs in either factories or hospitals or as domestics who also cook, clean and mother after work. Relatively few Hispanic women were portrayed in any skilled or creative jobs. Consequently, young Hispanic females can infer from these occupational role models that their role in life is to become a housewife, or a combined housewife and low-skilled worker.

Although the elementary school has traditionally reinforced sex-role stereotypes, it could nonetheless serve as an effective institution for developing non-sex-stereotyped, non-traditional occupational roles. The Bilingual/ Multicultural Career Awareness Program for Beginning Primary Hispanic Students is designed to serve this purpose. Twelve workers from the school and community in non-sex-stereotyped occupations are introduced into the social studies curriculum at the beginning primary grades. The program consists of two kits: one in Spanish and one in English. Each kit is a three-week unit which can be easily integrated into the existing curriculum. Each career awareness kit is intended to promote a wider range of occupational choices based on the students' interests and abilities, rather than on the traditional sex-stereotyped roles. As the material is multicultural, it is sensitive to cultural and linguistic differences among groups which comprise the Hispanic community. The scope of career models presented is broad enough to take into account the regionalism of different Spanish-speaking groups throughout the U.S. At the same time, the students' own culture and language are enhanced throughout the program. The student may progress in the program while learning a second language.

This career awareness program is designed to promote a wide range of program and learning objectives.

Program Objectives

To focus on the development of self-awareness, decision making and occupational awareness for the Hispanic female while maintaining and cul-

tivating the child's own culture and language as part of the total program

To emphasize career development activities which will help Hispanic females develop realistic employment goals and compete successfully in the labor market

To present positive role models from the Hispanic female's own culture in non-sexist, non-traditional roles in order to enhance her self-image

Learning Objectives

To introduce students to school and community workers in non-sexist, non-traditional roles which broaden the career options of both sexes

To encourage both sexes to choose careers based upon individual interests and abilities rather than on sex role socialization

To introduce and use vocabulary, non-sexist terms and structures relating to school and community workers and their roles

Developmental Skills

In addition to the Program Objectives and the Learning Objectives, the authors have emphasized developmental skills which reinforce the basic skills introduced in other curriculum areas at the beginning primary level. The design of the learning materials will enable the student to:

Develop the ability to discriminate visually between objects that are different in size, shape, kind, form, position and purpose

Develop visual literacy through the association of pictures with written words and symbols

Develop the ability to use left to right hand and eye coordination

Develop the ability to identify configurations

Develop the ability to identify and use numerals and numbers

Provide practice in large motor coordination

Provide practice in fine motor coordination through a variety of tracing tasks, drawing tasks, etc.

Provide practice in auditory discrimination

Components of the Bilingual/Multicultural Career Awareness Program for Beginning Primary Hispanic Students

English Language Kit

Teacher's Guide

- Lesson Plans
  - Behavioral Objectives
    - Linguistic
    - Socio-Cultural
  - Materials
    - Description of career picture
    - Description of student materials
  - Motivation
  - Lesson Content
  - Evaluation
  - Follow-Up Activities

Packet of Materials

Career pictures corresponding to each individual lesson
Student materials corresponding to each individual lesson (dittos, songs, games, suggested activities)

Evaluation Instrument

Pre-test and post-test to assess student changes in attitudes toward career role models

Student Log

Compilation of student's work as student progresses through the program

Bibliography and Resource Materials

Commercial publications
School district curriculum programs

Spanish Language Kit

Teacher's Guide

- Lesson Plans
  - Behavioral Objectives
    - Linguistic
    - Socio-Cultural
  - Materials
    - Description of career pictures
    - Description of student materials
  - Motivation
  - Lesson Content
  - Evaluation
  - Follow-Up Activities

Packet of Materials

Career pictures corresponding to each individual lesson
Student materials corresponding to each individual lesson (dittos, songs, games, suggested activities)

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Use of the Program

These self-contained instructional kits may be used in a variety of ways depending on the scope and design of the school district's program. The materials may be used within the framework of large group instruction or small group instruction or by individual students.

The kits can be used in the primary learning vernacular of the students. They can also be used in the second language of the students in order to enhance their facility in the second language. Therefore, this program may be integrated into the existing language arts curriculum, second language curriculum and social studies curriculum.

The teacher should assess the needs of the individual students in order to determine a realistic pace for implementing the program. Some lesson plans may require one or two days to complete as there are a variety of activities for the students to engage in. This learning instrument has been structured so that the lessons and activities may be completed within a flexible time frame.

¡TRABAJAMOS!

KITS 6-10

COMMUNITY HELPERS

ENGLISH EDITION

FIREFIGHTER--COMMUNITY HELPER

BEHAVIORAL OBJECTIVES	PROCEDURES	LESSON CONTENT	EVALUATION and FOLLOW-UP
LINGUISTIC Given a weries of learning activities, students will be able to use the following terms: firefighter fire truck fire station uniform ladder hose hydrant siren dangerous SOCIO-CULTURAL Given a series of learning activities, students will be able to identify: a female or male in the role of a firefighter the job performed by a firefighter that skills for the job are not determined by sex but are based on interests and abilities	MATERIALS Picture of a black female firefighter Puzzle of fire truck Crayons and scissors Two dittos MOTIVATION Teacher has a picture of a fire truck outside the fire station. The picture is divided into quarters. One quarter is missing. Teacher holds up the quarter and asks a student to complete the puzzle. "Here is one piece of this puzzle." "Who can help me finish this picture?"	Show picture - "Firefighter" "How is the firefighter dressed?" boots helmet gloves coat "How are you dressed?" "Why does the firefighter need a special uniform?" Teacher holds up picture of a fire truck with a hose, ladder, and siren. "These are things a firefighter uses." "Why does a firefighter need these things?" to put out fires to reach people in the fire to save people to ride to the fire to let people know the fire truck is coming "Where have you seen a firefighter?" "Why does a firefighter have a dangerous job?" people and property are hurt in fires	EVALUATION Hold up the picture of the firefighter. "What does this person do?" "What do you like best about this job?" FOLLOW-UP 1. Ditto - "Where Does A Firefighter Work?" Directions: Have the students place an "X" on the picture that does not belong. 2. Ditto Cutouts - "Complete the Picture." Directions: Have the students cut out and match the parts to complete each picture.

LETTER CARRIER--COMMUNITY HELPER

BEHAVIORAL OBJECTIVES	PROCEDURES	LESSON CONTENT	EVALUATION and FOLLOW-UP
LINGUISTIC Given a series of learning activities, students will be able to use the following terms: letter carrier mail post office mailbox letter packages delivers SOCIO-CULTURAL Given a series of learning activities, students will be able to identify: a female or male in the role of a letter carrier the job performed by a letter carrier that skills for the job are not determined by sex but are based on interests and abilities	MATERIALS Picture of a Puerto Rican male letter carrier Name cards Crayons Two dittos MOTIVATION Teacher gives students this problem to solve: "You are having a birthday party and want to invite a friend. The friend's telephone is broken and she/he lives far away." "How are you going to tell her/him about your party?" take the bus parents drive you take a long walk send her/him an invitation "Who would bring the invitation to her/his house?"	Show picture - "Letter Carrier" "What does this person do?" delivers letters and packages picks up mail from post office and takes it to your home "How does the letter carrier know which person the letters and packages belong to?" "The letter has a name and a number on it." Teacher distributes dittos and crayons. Directions: Have the students draw a line from the letter to the correct mailbox. Students must match the numbers on the letter and mailbox.	EVALUATION Hold up the picture of the letter carrier. "What does the letter carrier do?" "What do you like best about this job?" FOLLOW-UP 1. Ditto - "You Are Invited" Directions: Have the students write their names on the birthday invitation. 2. "Class Birthday Party." Mailbox made from shoe box Cards with each student's name Teacher asks for student volunteer to be letter carrier. Teacher helps the letter carrier deliver the invitations to each student. Lesson culminates in a class birthday party, when all children celebrate their birthdays for the year.

POLICE OFFICER--COMMUNITY HELPER

BEHAVIORAL OBJECTIVES	PROCEDURES	LESSON CONTENT	EVALUATION and FOLLOW-UP
LINGUISTIC Given a series of learning activities, students will be able to use the following terms: police officer police station uniform patrol car helper safe SOCIO-CULTURAL Given a series of learning activities, students will be able to identify: a female or male in the role of a police officer the job performed by a police officer that skills for the job are not determined by sex but are based on interests and abilities	MATERIALS Picture of a young Cuban female police officer Picture of patrol car with blank space for police officer Figure of police officer Crayons Two dittos MOTIVATION Teacher holds up picture of patrol car with blank space for police officer. "Who works here?" Teacher places figure of police officer in patrol car on blank outline after student responds.	Show picture - "Police Officer" Teacher holds up picture of police officer at work. "Where else does the police officer work?" at the police station directing traffic "What jobs have you seen a police officer do?" "How does the police officer help you?" directs traffic keeps the streets safe Teacher distributes dittos and crayons. "LOOK AT ME WORK" Directions: Have the students color the pictures of the police officer at work.	EVALUATION Hold up the picture of the police officer. "What does the police officer do?" "What do you like best about this job?" FOLLOW-UP 1. Invite a police officer to speak with students in the classroom about the jobs they do. 2. Class trip. Visit the neighborhood police station with your students. Arrange to have a police officer tell about the jobs they do. Students should be able to touch items the police officers use (e.g., handcuffs). 3. Ditto - "Where Does the Police Officer Work?" Directions: Put an "X" in the place where the police officer works. 4. Ditto - "Color Me" Directions: Color the picture of the police officer.

SANITATION WORKER--COMMUNITY HELPER

BEHAVIOR OBJECTIVES	PROCEDURES	LESSON CONTENT	EVALUATION and FOLLOW-UP
LINGUISTIC Given a series of learning activities, students will be able to use the following terms: sanitation worker neighborhood uniform garbage clean sick SOCIO-CULTURAL Given a series of learning activities, students will be able to identify: a female or male in the role of a sanitation worker the job performed by a sanitation worker that skills for the job are not determined by sex but are based on interests and abilities	MATERIALS Picture of a white male sanitation worker Picture of an urban street scene Scissors, paste and crayons Two dittos MOTIVATION Teacher empties garbage can on the floor in front of the classroom. "Who would like to help me clean up this garbage?" "Why should we clean up the garbage?" sick dirty unhealthy "Who cleans your house?" "Who cleans the school?" "Who cleans your neighborhood?"	Show picture - "Sanitation Worker" Teacher holds up picture of sanitation worker riding in the sanitation truck. "This is a sanitation worker." Teacher holds up picture of an urban street scene with overflowing garbage cans and refuse on the street. "How does the sanitation worker get this street clean?" empties garbage can into truck sweeps the street washes the street from the truck "Why is it important to have clean neighborhoods?" "What kind of clothing are you wearing today?" "What kind of uniform does the sanitation worker wear?" heavy shoes hat gloves overalls "Why does the sanitation worker wear a uniform?" protection	EVALUATION Hold up the picture of the sanitation worker. "What does a sanitation worker do?" "What do you like best about this job?" FOLLOW-UP 1. Ditto - "Off to Work." Directions: Have the students draw a line over the road the sanitation worker takes to get to the neighborhood that will be cleaned. 2. Ditto - "Hanging Out to Dry." Directions: Have the students match the parts of the sanitation worker's clothes with their outline on the clothesline. Cut out the clothes and paste them on the clothesline.

REVIEW LESSON--COMMUNITY HELPER

BEHAVIORAL OBJECTIVES	PROCEDURES	LESSON CONTENT	EVALUATION and FOLLOW-UP
LINGUISTIC Given a series of learning activities, students will be able to identify the title and the job performed by: firefighter sanitation worker police officer letter carrier SOCIO-CULTURAL Given a series of learning activities, students will be able to identify: a female or male in the role of a firefighter, sanitation worker, police officer or letter carrier the jobs performed by these community helpers that the skills for the jobs are not determined by sex but are based on interests and abilities	MATERIALS Four pictures - firefighter, police officer, letter carrier, sanitation worker Crayons One ditto MOTIVATION Four pictures should be visible to the students. Teacher says, "Let's play a game. The game is called 'Who Am I?'" Teacher asks for volunteers. "One volunteer will act out what this worker does. Let's see if we can guess who this person is."	1. "I help to keep the streets of your neighborhood clean. Who am I?" 2. "I put out fires and ride on a fire truck. Who am I?" 3. "I bring letters to your house. Who am I?" 4. I direct traffic. I ride in a patrol car. Who am I?" "Which job do you think you would like to have?"	Ditto - "I Get Around." Directions: Have the students follow the line from the community worker to the car or truck the worker uses.

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SUPPLEMENTARY ACTIVITIES

GAMES

EVALUATION INSTRUMENT

ANNOTATED BIBLIOGRAPHY

ENGLISH EDITION

SUPPLEMENTARY ACTIVITIES

The following activities provide further reinforcement of the objectives of this career awareness program. These may be added to the individual lesson plans or used as supplements or alternatives for review of the program.

1. Invite people from the community who are in non-traditional jobs. Most police departments now hire women. Hospitals are good sources for male nurses. Many communities have female doctors.

2. Creative Dramatics. Each student can choose a worker that she or he would like to be. The student can act out the duties for that job while the other children try to guess who the worker is.

3. Students can select a worker they would like to be and make up a four-page book with their own drawings about the job they chose.

4. Student Log. Each student draws a cover for a folder in which she/he will place the dittos used in each lesson. At the end of the unit each student will have a record of the school and community workers studied.

Game

CAREER DOMINOS

Separate all the cards.

Instructions:

1. Place all the cards face down. Do not overlap.

2. Each player draws 5 cards.

3. The first player lays a card in the middle of the table.

4. The opponent must match each picture at either end of the card from her/his pile.

5. Play continues accordingly until one player cannot match the picture on either end from her/his pile. The player must then draw from the master pile until she/he can play.

6. The first player to play all her/his cards from her/his own pile wins.

Game:

CAREERLAND RACES

Materials: Cardboard discs) Provided by teacher
Die)

Object: To be the first to reach "Careerland"

To play:

1. Players choose a disc and place it on the "start" position.

2. Each player in turn rolls the dice and proceeds along the path toward "Careerland."

3. Should a player land on a space with instructions, she/he must follow them.

4. If a player throws the dice and lands on a space marked with a "star," she/he may move any other player backward two spaces. The player that has been moved must follow any instructions on the space she/he is moved to.

5. Game ends when the first player moves across the finish line into "Careerland."

DIRECTIONS FOR EVALUATION INSTRUMENT

Write or print your name on the front of your booklet on the line at the top of the page. On the same page, if you are a boy, put an "X" on the boy's face. If you are a girl, put an "X" on the girl's face.

Today we are going to ask you questions about the jobs people do. I will tell you about each job. After I tell you about the job, I will ask you, "Who do you think can do this job?"

I will show you a picture of a man's face and a picture of a woman's face. Can everyone point to the man's face? Can everyone point to the woman's face?

Please turn your page.

There are five different ways to answer each question. Look carefully at your page. In box number one, there are only women. If you think only women can do this job, put an "X" in box number one. In box number two, there are more women than men. If you think that more women than men can do this job, put an "X" in box number two. In box number three, there are the same number of women and men. If you think that the same number of women and men can do this job, put an "X" in box number three. In box number four, there are more men than women. If you think that more men than women can do this job, put an "X" in box number four. In box number five, there are only men. If you think only men can do this job, put an "X" in box number five.

Look at the faces on your paper. Mothers are people who have children. Who do you think can be mothers? Put an "X" in the box that shows who can be mothers.

Please turn your page.

Fathers are people who have children. Who do you think can be fathers? Put an "X" in the box that shows who can be fathers.

Please turn your page.

Look at the faces on your paper. Teachers are people who teach children in school. Who do you think can be teachers? If you think only women can be teachers, put an "X" in box number one. If you think more women than men can be teachers, put an "X" in box number two. If you think that the same number of women and men can be teachers, put an "X" in box number three. If you think more men than women can be teachers, put an "X" in box number four. If you think only men can be teachers, put an "X" in box number five.

Turn your page. Do not say anything out loud. I will tell you about a job. After I tell you about the job, put an "X" in the box that shows the people you think can do this job. I will tell you when to turn the page.

1. School bus drivers are people who drive the children to school. Who can be school bus drivers? Put an "X" in the box of the people you think can do this job.

Please turn your page.

2. School secretaries are people who work in an office in the school. Who can be school secretaries? Put an "X" in the box of the people you think can do this job.

Please turn your page.

3. Principals are people who are leaders of schools. Who can be principals? Put an "X" in the box of the people who you think can do this job.

Please turn your page.

4. Nurses are people who help take care of us when we are hurt or sick. Who can be nurses? Put an "X" in the box of the people you think can do this job.

Please turn your page.

5. Firefighters are people who put out fires. Who can be firefighters? Put an "X" in the box of the people you think can do this job.

Please turn your page.

6. Sanitation workers are people who keep our streets clean. Who can be sanitation workers? Put an "X" in the box of the people you think can do this job.

Please turn your page.

7. Police officers are people who help keep our streets safe. Who can be police officers? Put an "X" in the box of the people you think can do this job.

Please turn your page.

8. Letter carriers are people who bring us our mail. Who can be letter carriers? Put an "X" in the box of the people you think can do this job.

Please turn your page.

9. Shopkeepers are people who sell us things from their stores. Who can be shopkeepers? Put an "X" in the box of the people you think can do this job.

Please turn your page.

10. Construction workers are people who build roads and buildings. Who can be construction workers? Put an "X" in the box of the people you think can do this job.

Please turn your page.

11. Doctors are people who take care of us when we are hurt or sick. Who can be doctors? Put an "X" in the box of the people you think can do this job.

Please turn your page.

12. Dentists are people who take care of our teeth. Who can be dentists? Put an "X" in the box of the people you think cna do this job.

Please put your pencils down.

Bibliography

Career Awareness Picture Books - Available in English Only
Commercial Publications (unless otherwise indicated)

A Woman Is . . . . - Pellet, Elizabeth, Osen, Deborah K., and May, Marguerite P. Walnut Creek, CA: Aardvark Media, Inc., 1971. Tells in poetic form what a woman is by describing some of the many roles women fill. Excellent representation of various racial and ethnic groups.

All Kinds of Mothers - Brownstone, Cecily. N. Y.: McKay, 1969. An interracial book showing mothers who work both outside and inside the home.

Busy People - Kaufman, Joe. Doris Doctor, Trudy Teacher and Irma Installer are among the busy people to be found here. Feminist Book Mart, 162-11 Ninth Avenue, Whitestone, N. Y. 11357.

Busy People and How They Do Their Work - Kaufman, Joe. N. Y.: Golden Press, 1973. Pictures of a boy and girl roller skating together, female and male telephone operators, and female and male postal workers.

Fire Girl - Ages 6-12. The Feminist Press, Box 334, Old Westbury, N. Y. 11568. $3.25.

Girls Can Be Anything - Klein, Norma. Feminist Book Mart, 162-11 Ninth Avenue, Whitestone, N. Y. 11357.

He Bear, She Bear - Berenstein, Stan and Jan. N. Y.: Random House, 1974.

Just Think - Miles, Betty and Blos, Joan. N. Y.: Knopf, 1971. Shows mothers who work outside the home, fathers enjoying their children.

¿Los Camiones, Que Hacen? - Harper & Row, Dept. 363, 10 E. 53d. St., N. Y., N. Y. 10022. Story about truck drivers and what they do.

Mommies at Work - Merriam, Eve. N. Y.: Knopf, 1961. Combines the home-making and working qualities of women and depicts interesting jobs held by women.

Mothers Can Do Anything - Lasker, Joe. Chicago: Albert Whitman.

My Mother the Mail Carrier
Mi Mamá La Cartera - Inez Maury. Spanish translation. Norah E. Alemary Publishers - The Feminist Press, Box 334, Old Westbury, N. Y. 11568. Ages 4-9. $3.50 - 32 pages.

Tommy Goes to the Doctor - Wolde, Grenilla. Boston: Houghton Mifflin, 1972. Tommy does to his teddy bear what his doctor (a women) does to him.

Career Awareness Picture Books - Available in English Only (continued)

What Can She Be? - Goldreich, Gloria and Goldreich, Esther. N. Y.: Lothrop, Lee & Shepard, 1972. A veterinarian. Photographs show a female veterinarian taking care of animals in her hospital. Other "What Can She Be?" books portray the work of a broadcaster, a lawyer and a police officer.

What I Want to Be When I Grow Up - Burnett, Carol. N. Y.: Simon and Schuster, 1975.

Media Materials - Commercial Publications

FILMSTRIPS

A Girl Like Me/A Boy Like Me

2 filmstrips with cassettes and instructor's guide designed to confront sex role stereotypes and create positive self-images for women.

Women's Media Workshop, Inc.
Storyboards by Zelda Zelden, Linda Haggerty and Isabel Luque Black
Instructor's Guide - Dr. Myra Sadker
SA 100 set in English $32.00
SA 100 SP set in Spanish $36.00
Miller-Brody Production, Inc.
342 Madison Avenue - Dept. BM
New York, New York 10017

Career Awareness Series - Introduction to the World of Work

4 filmstrips and 4 cassettes (Spanish on one side, English on the other)
Primary and Elementary Grades
Filmstrip 1. Waking Up to a Busy Day
" 2. People Who Help Our Community
" 3. What is Our Economy?
" 4. Workers and Their Work
Per Bilingual set $72.00
Bilingual Education Services, Inc.
P. O. Box 669
1603 Hope Street
South Pasadena, California 91030

Career Development for Primary Grades. English/Spanish
The World of Work

Kit - 4 filmstrips, 4 cassettes and teacher's guide with student activities on blackline originals. $81.00
Teacher's Guide $12.00
Gerald Madigan, Thomas Snyder and Joan Thames
Filmstrip 1. People Make a School Go
" 2. Teamwork in a Toy Factory
" 3. Working for an Airline
" 4. Look Out, World, Here I Come!

El Mundo del Trabajo

Gerald Madigan, Thomas Snyder, Joan Thames, A. Ruben, B. Sonico.
Filmstrip 1. La Gente hace la Escuela
" 2. Trabajo Conjunto en una Fábrica de Juguetes
" 3. Trabajando en un Líñea Aerea
" 4. ¡Cuidado Mundo ... Que Aquí Vengo!

Media Materials - Commercial Publications

Filmstrip "People Who Work"

Filmstrips and cassettes which stress multi-ethnic world and portray women realistically and actively involved in a working society. Available in English only.

Filmstrip Unit 1: Doctor, Baker, Quiltmaker, Naturalist, Toymaker
5 sound/filmstrips, career hats, finger puppets, Teaching Guide, records/cassettes $79.50

Unit 2: Architect, Photographer, Pilot, Pet Shop Owner, Farmer
5 sound/filmstrips, career hats, finger puppets, Teaching Guide, records/cassettes $79.50

Scholastic Book Service
904 Sylvan Avenue
Englewood Cliffs, N. J. 07632

Trabajemos Con Calle Sésamo

3 career oriented units each contains 1 filmstrip with cassette, student reader, student activity book and teacher's manual.

Unit 1: Working in Home Construction
Unit 2: Working with Animals
Unit 3: Working in Transportation
Cost per Unit $39.95
Complete Set $119.00
Bilingual Education Services, Inc.
P. O. Box 669
1603 Hope Street
South Pasadena, California 91030

Photo
"Carteles de Trabajadores"

Twelve 18 X 20 color picture cards depicting Mexican/American people employed in different jobs throughout the nation.

Developmental Learning Materials
7440 Natchez Avenue
Niles, Illinois 60648

"Mothers Do Many Kinds of Work"

Poster of women engaged in several work situations. Free.

Scott, Foresman and Co.
99 Bauer Drive
Oakland, N. J. 07436

"People at Work"

Twenty-four 8 X 10 black and white photos of people at work.

Women's Action Alliance, Inc.
Non-Sexist Child Development Project
370 Lexington Avenue
New York, N. Y. 10017

Media Materials - Commercial Publications

"People at Work Photo Packet"
Twenty 8 X 10 black-and-white photos of women and men in various non-traditional jobs.

Change for Children
532 Valencia Street
San Francisco, California 94110

"Photos of Women in Non-Stereotyped Occupations"
Set 1 - Community Helpers
Set 2 - Professionals
$2.50 and 25¢ postage per set

Feminist Resources for Equal Education
P. O. Box 3185
Saxonville Station
Framingham, Mass. 01701

"Women at Work"
Fifteen 8 X 10 photo reproductions of women of different ages and ethnic backgrounds working in non-traditional jobs.

Change for Children
532 Valencia Street
San Francisco, California 94110

Games and Puzzles

Games: 1. Community Careers - Multi-ethnic, non-sexist figures for flannel board. $5.00 + 15% postage
Produced by Instructo Corp.

2. Our Community Helpers Play People - male and female letter carriers, construction workers, doctors, nurses, police officers and business executives. $6.00
Produced by Milton Bradley

Women's Action Alliance
370 Lexington Avenue
New York, N. Y. 10017

Puzzles: Multiracial, non-sexist puzzles of a female crossing guard and a female doctor.

Judy Puzzles
General Learning Corp.
Morristown, N. J. 07960

Ahora sabes acerca de la gente en el trabajo. A career awareness program for primary grades of Spanish and English at an intermediate reading level. Components include Teacher's Guide; Readers, set of 5; Cassettes, set of 5. $59.50 per set.
Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611

Project Equality, D. L. Glennon, Director
A set of non-sexist cover education materials that include outlines of lesson plans for task simulation activities; pictures of job situations; outlines of lessons in career education filmstrip; cassette presentation on selected occupations, resource test and media display kits. Available in English only.
Project Equality, DL & Associates, 29638 41st Place South, Auburn, Washington 98002

General Resources - Available in English Only
Commercial Publications

Guidelines for Creating Positive Sexual & Racial Images in Educational Materials - MacMillan Publishing Co., Inc., 866 Third Avenue, New York, N.Y. 10002

Guidelines for the Development of Elementary & Secondary Instructional Materials: The Treatment of Sex Roles. 1975. Holt, Rinehart and Winston, School Dept., 383 Madison Avenue, New York, N.Y. 10017

100 Children's Books About Puerto Ricans: A Study in Racism, Sexism and Colonialism. Interracial Books for Children, Vol. IV Nos. 1 & 2: Spring 1972. Racism & Sexism Resource Center for Educators, Council on Interracial Books for Children, 1841 Broadway, New York, N. Y. 10023 16 pp $2.50

Career Awareness Storybooks and Coloring Books
Non-Commercial Publications

Elementary Sex Stereotyped Careers

Curricular materials, Career Education Project, Dept. of Education, Commonwealth of Puerto Rico. 1976-77.
Coloring book pictures portraying women in non-traditional roles.

Los Servidores Públicos

Fernández Editores, S.A. Calzada Mexico Coyoacán 321, Mexico 13, D.F. 1974. 5 - 7 years. Spanish. 1 book - $0.30
Used to introduce children to community people and their occupations.

My Family & My School

El Renacimiento, P. O. Box 465, Lansing, Michigan 48902. 1972.
3 - 8 years. English/Spanish. 1 book.
Combination coloring book and storybook, for migrant preschool children to introduce concepts of family and school; can be used with Spanish-speaking students of Southwest.

Bilingual Early Childhood Program

English/Spanish.
Four components: instructional, staff development, parenteral involvement, music.

Level One - 3 years	$498.00
Level Two - 4 years	$420.00
Level Three- 5 years	$594.00

Southwest Educational Development Laboratory
P. O. Box 1003
Austin, Texas 78767

Curriculum Guide and Bibliography

Reducing Sex-Role Stereotyping Through Career Education.
Although a high school program, the rationale is good and there are many good ideas for non-sexist career education at any level.
Available in Engligh only.

Kathy Quinn
Bristol Career Education Program
Bristol, Conn. 06010

Development of Career Awareness Materials for Spanish Speaking Migrant Children. Grades K-6. A Technical Report. An Executive Summary.

Twelve different career education bilingual (Spanish/English) curriculum units at different levels of student reading ability - Level A - non-reader, Level B - beginning reader, Level C - advanced reader.

Superintendent of Documents
U. S. Government Printing Office
Washington, D.C. 20402

$49.00 per set

Discover the World of Work

Teacher's Guide/Student Materials. Spanish/English Career Education materials. Grades K-6. A series of 12 curriculum units, each on a different occupation designed to develop career awareness in a migrant and non-migrant Spanish speaking student, at the advanced, beginning and non-reading levels.
Police Officer, Nurse, Beautician, Sales Clerk, Bank Teller, Butcher, Shipping and Receiving Clerk, Appliance Repair Person, Telephone Operator, Auto Mechanic, Cattle Rancher, Fruit Grower.

Superintendent of Documents
U. S. Government Printing Office
Washington, D.C. 20402

$49.00 per set

Curriculum Guides - Non-Commercial Publications

Instructional Resource Unit

Bilingual Education Program. 22 units of instruction including community helpers. Spanish/English program for students age 5.
1 book - $3.00

Houston I.S.D.
3830 Richmond Avenue
Houston, Texas 77027

Kindergarten Curriculum

Bilingual Education Project. 17 units in English and Spanish which include community helpers. For students age 5. 3 books - $11.00.

Las Cruces School District #2
Las Cruces, New Mexico 88001

Nuestra Raza: Sus Trabajos y Sus Construcciones

K, 1, and 2. English/Spanish - bilingual career education materials. Although heavily male oriented, there has been a conscious effort to incorporate materials on women.

Austin Independent School District, 1
Department of Bilingual Education
Austin, Texas 78710

"Una Escoba Para Ana, Cien Oficios Para Juan"

Módulo Número 5. La Comisión Para el Mejoramiento de los Derechos de la Mujer.
A training module in Spanish for elementary school teachers in career awareness.

Departamento de Instrucción
del Estado Libre Asociado de Puerto Rico
Calle Hoare Número 705
Santurce, Puerto Rico 00910

Education Development Center
55 Chapel Street
Newton, Massachusetts 02160

General Resources - Non-Commercial Publications
Available in English Only

Facilities Handbook for Career Education

National Institute of Education
Education and Work Group
1200 19th Street N.W.
Washington, D.C. 20036

The Effects of a Career Education Curriculum on the Racial Attitudes of Kindergarten Children

Includes descriptive elements on how a curriculum may be designed with color and race in mind while at the same time working towards career orientation. Helps to develop positive self-image and career awareness.

Mr. Primo Toccafondi, Project Coordinator
Career Education
Newark School District
Newark, Delaware 19711

The Development of Career Awareness in Young Children

National Institute of Education
Education and Work Group
1200 19th Street N.W.
Washington, D.C. 20036

¡T R A B A J A M O S!

A BILINGUAL/MULTICULTURAL CAREER AWARENESS AND LANGUAGE ENRICHMENT PROGRAM - K-1

DIRECTORS: MARGOT A. VAZQUEZ BENARIO
RENEE Z. SHERMAN

LANGUAGE AND CULTURAL ADVISORS: ESPERANZA HERNANDEZ
MARTA COTERA

ARTIST: JOAN M. KIRSCHNER

SECRETARY: BLODWEN A. JIMENEZ

NEW YORK, N. Y. WASHINGTON, D. C.

WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM
U. S. EDUCATION DEPARTMENT

SHIRLEY M. HUFSTEDLER, SECRETARY

STEVEN A. MINTER, UNDER SECRETARY
F. JAMES RUTHERFORD, ASSISTANT SECRETARY FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

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Discrimination Prohibited: No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.

Printed and distributed by Education Development Center, 1980,
55 Chapel Street, Newton, Massachusetts 02160.

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INTRODUCTION

Sexism and racism have historically limited the occupational opportunities of women and minorities. Research has shown that by the early primary grades children are already aware of the stereotyped racial and female roles and have accepted them. For girls, and minority girls in particular, career choices are drastically reduced to a few which are deemed appropriate to women. Traditional career patterns are reinforced in educational institutions, such as elementary school, where students are formally introduced to a variety of occupational role models. Occupational segregation in traditional female roles creates a double limitation on Hispanic women in that their career outlook is restricted by both sex and race.

Evidence of institutionalized sexism and racism prevalent in various segments of the elementary school has been presented in studies such as those conducted by the Baltimore Feminist Project - "Sexism and Racism in Popular Basal Readers, 1964-1976" - and the Council on Interracial Books for Children - "Racism in Career Education Materials". Another study by the Council on Interracial Books for Children - "Feminists Look at One Hundred Books: The Portrayal of Women in Children's Books on Hispanic Themes" found that the females in children's books were involved in activities such as gardening, sewing, playing with a girl friend and play acting. Young girls were always "mother's helper" - cooking and cleaning. Mothers were primarily portrayed as housewives. However, if they were employed, it was generally as housewives with low- or non-skilled jobs in either factories or hospitals or as domestics who also cook, clean and mother after work. Relatively few Hispanic women were portrayed in any skilled or creative jobs. Consequently, young Hispanic females can infer from these occupational role models that their role in life is to become a housewife, or a combined housewife and low-skilled worker.

Although the elementary school has traditionally reinforced sex-role stereotypes, it could nonetheless serve as an effective institution for developing non-sex-stereotyped, non-traditional occupational roles. The Bilingual/ Multicultural Career Awareness Program for Beginning Primary Hispanic Students is designed to serve this purpose. Twelve workers from the school and community in non-sex-stereotyped occupations are introduced into the social studies curriculum at the beginning primary grades. The program consists of two kits: one in Spanish and one in English. Each kit is a three-week unit which can be easily integrated into the existing curriculum. Each career awareness kit is intended to promote a wider range of occupational choices based on the students' interests and abilities, rather than on the traditional sex-stereotyped roles. As the material is multicultural, it is sensitive to cultural and linguistic differences among groups which comprise the Hispanic community. The scope of career models presented is broad enough to take into account the regionalism of different Spanish-speaking groups throughout the U.S. At the same time, the students' own culture and language are enhanced throughout the program. The student may progress in the program while learning a second language.

This career awareness program is designed to promote a wide range of program and learning objectives.

Program Objectives

To focus on the development of self-awareness, decision making and occupational awareness for the Hispanic female while maintaining and cul-

tivating the child's own culture and language as part of the total program

To emphasize career development activities which will help Hispanic females develop realistic employment goals and compete successfully in the labor market

To present positive role models from the Hispanic female's own culture in non-sexist, non-traditional roles in order to enhance her self-image

Learning Objectives

To introduce students to school and community workers in non-sexist, non-traditional roles which broaden the career options of both sexes

To encourage both sexes to choose careers based upon individual interests and abilities rather than on sex role socialization

To introduce and use vocabulary, non-sexist terms and structures relating to school and community workers and their roles

Developmental Skills

In addition to the Program Objectives and the Learning Objectives, the authors have emphasized developmental skills which reinforce the basic skills introduced in other curriculum areas at the beginning primary level. The design of the learning materials will enable the student to:

Develop the ability to discriminate visually between objects that are different in size, shape, kind, form, position and purpose

Develop visual literacy through the association of pictures with written words and symbols

Develop the ability to use left to right hand and eye coordination

Develop the ability to identify configurations

Develop the ability to identify and use numerals and numbers

Provide practice in large motor coordination

Provide practice in fine motor coordination through a variety of tracing tasks, drawing tasks, etc.

Provide practice in auditory discrimination

Components of the Bilingual/Multicultural Career Awareness Program for Beginning Primary Hispanic Students

English Language Kit

Teacher's Guide

- Lesson Plans
  - Behavioral Objectives
    - Linguistic
    - Socio-Cultural
  - Materials
    - Description of career picture
    - Description of student materials
  - Motivation
  - Lesson Content
  - Evaluation
  - Follow-Up Activities

Packet of Materials

Career pictures corresponding to each individual lesson
Student materials corresponding to each individual lesson (dittos, songs, games, suggested activities)

Evaluation Instrument

Pre-test and post-test to assess student changes in attitudes toward career role models

Student Log

Compilation of student's work as student progresses through the program

Bibliography and Resource Materials

Commercial publications
School district curriculum programs

Spanish Language Kit

Teacher's Guide

- Lesson Plans
  - Behavioral Objectives
    - Linguistic
    - Socio-Cultural
  - Materials
    - Description of career pictures
    - Description of student materials
  - Motivation
  - Lesson Content
  - Evaluation
  - Follow-Up Activities

Packet of Materials

Career pictures corresponding to each individual lesson
Student materials corresponding to each individual lesson (dittos, songs, games, suggested activities)

Evaluation Instrument

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School district curriculum programs

Use of the Program

These self-contained instructional kits may be used in a variety of ways depending on the scope and design of the school district's program. The materials may be used within the framework of large group instruction or small group instruction or by individual students.

The kits can be used in the primary learning vernacular of the students. They can also be used in the second language of the students in order to enhance their facility in the second language. Therefore, this program may be integrated into the existing language arts curriculum, second language curriculum and social studies curriculum.

The teacher should assess the needs of the individual students in order to determine a realistic pace for implementing the program. Some lesson plans may require one or two days to complete as there are a variety of activities for the students to engage in. This learning instrument has been structured so that the lessons and activities may be completed within a flexible time frame.

¡TRABAJAMOS!

KITS 11-15

COMMUNITY HELPERS

ENGLISH EDITION

DOCTOR--COMMUNITY HELPER

BEHAVIORAL OBJECTIVES	PROCEDURES	LESSON CONTENT	EVALUATION and FOLLOW-UP
LINGUISTIC Given a series of learning activities, students will be able to use the following terms: doctor medicine check-up body knee hammer tongue depressor (stick) stethoscope flashlight tape measure SOCIO-CULTURAL Given a series of learning activities, students will be able to identify: a female or male in the role of a doctor the job performed by a doctor that skills for the job are not determined by sex but are based on interests and abilities	MATERIALS Picture of a Puerto Rican female doctor Tongue depressors Tape measure Pictures of a stethoscope, knee hammer, and flashlight Pillow case Doctor's mask-female and male Crayons Four dittos MOTIVATION Teacher obtains a set of tongue depressors. Teacher asks several students to open their mouths and say "Ahh." "Has anyone ever done this to you?" "Why did they do it?" "When have you gone to the doctor?" for a check-up - to stay healthy when sick - to get better	Show picture - "Doctor" "This is a doctor. What things does the doctor use when she gives you your check-up?" (NOTE: Teacher should try to elicit names or descriptions of instruments used by the doctor.) The names of these things should come out of the discussion: knee hammer stethoscope flashlight tape measure tongue depressor "How does the doctor use each of these things?" A doctor's mask can be passed around. ROLE PLAY Teacher should ask for student volunteer to pretend she/he is the doctor. Give the student either the picture of the instrument or the actual instrument used. Ask another student to be a patient. Ask the student doctor how she/he will use each of these things. See if the student doctor can (continued)	EVALUATION Hold up the picture of the doctor. "How does the doctor help you?" "What do you like best about this job?" FOLLOW-UP 1. If the teacher is able to obtain the doctor's instruments, the following activity is recommended. Teacher places instruments, one by one, in a pillow case. The student tries to guess what instrument is inside by feeling the object with his/her hands from outside the pillow case. 2. Ditto - "Something Is Missing." Directions: Have the students look at both pictures. Place an "X" on the thing that is missing from the second picture. 3. Ditto - "See How I Look." Directions: Have the students cut out and color their masks.

BEHAVIORAL OBJECTIVES	PROCEDURES	LESSON CONTENT	EVALUATION and FOLLOW-UP
		figure it out. If only the picture is available, have the student pretend how she/he will use the instrument. Repeat with each of the instruments using different student doctors and patients.	

GROCER/SHOPKEEPER--COMMUNITY HELPER

BEHAVIORAL OBJECTIVES	PROCEDURES	LESSON CONTENT	EVALUATION and FOLLOW-UP
LINGUISTIC Given a series of learning activities, students will be able to use the following terms: shopkeeper grocery store buy sell money food SOCIO-CULTURAL Given a series of learning activities, students will be able to identify: a female or male in the role of shopkeeper the job performed by a shopkeeper that skills for the job are not determined by sex but are based on interests and abilities	MATERIALS Picture of a Black male shopkeeper Magic Box Real or imaginary food items (milk container, plastic fruit, crackers, etc.) Cardboard, paste and scissors Newspaper, magazines, etc. One ditto MOTIVATION "Magic Box" Teacher may take a variety of real or imaginary food items (milk container, plastic fruit, crackers, peanut butter). Place these in a decorated "Magic Box." The teacher asks for volunteers to try to identify the contents of the box. One at a time, a student will come up to the box, close her/his eyes and try to identify an item by touching it. Each student identifies one item. Once all of the items are taken out of the box, the teacher asks: "Where can we buy these things? Have you ever been to a grocery store?"	Show picture - "Shopkeeper/ Grocer" "What do you do in the grocery store?" "How does the shopkeeper help you?" finds the items sells them to you packages them for you Teacher distributes ditto - "Welcome to My Store." Ditto shows the shopkeeper in the grocery store. "Can you find the three bananas in this picture? Put a circle around them." "Can you find the two milk containers? Put an 'X' around them." Ask students if they can identify other food items in the picture.	EVALUATION Hold up the picture of the shopkeeper. "What does the shopkeeper do?" "What do you like best about this job?" FOLLOW-UP 1. Class trip. Arrange trip in advance with the neighborhood shopkeeper. Have the class decide in advance what they would like to buy from the grocery store. Buy something. Bring it back to the classroom for a snack. 2. Class Collage - "At the Grocery Store." Directions: Have the students cut pictures out of old newspapers and magazines of things found in a grocery store. Place a large sheet of cardboard on the floor. Have the students paste the pictures on the cardboard and make a class collage.

DENTIST--COMMUNITY HELPER

BEHAVIORAL OBJECTIVES	PROCEDURES	LESSON CONTENT	EVALUATION and FOLLOW-UP
LINGUISTIC Given a series of learning activities, students will be able to use the following terms: dentist teeth cavity toothbrush toothpaste SOCIO-CULTURAL Given a series of learning activities, students will be able to identify: a female or male in the role of a dentist the job performed by a dentist that skills for the job are not determined by sex but are based on interests and abilities	MATERIALS Picture of Native American female dentist Picture of Sad Tooth Monster Picture of Happy Tooth Monster Toothpaste Toothbrush Crayons, paste and scissors Four dittos MOTIVATION Teacher holds up the picture of the Sad Tooth Monster. "Look at this Monster's teeth." "What do you think is wrong with them?" "What are all these holes?" "Why is this tooth monster so sad?" "Who do you think can help this tooth monster?"	Show picture - "Dentist" "Have you ever been to the dentist?" "How has the dentist helped you?" "How can the dentist also help the Tooth Monster?" fix cavities clean teeth Teacher shows picture of the Happy Tooth Monster after a visit to the dentist. "The dentist gave the Happy Tooth Monster two things to keep his teeth healthy." (NOTE: Teacher holds up toothbrush and toothpaste.) "Do you know what these things are?" "How does the dentist want you to use them?" Ask a student to come to the front of the room to show how a toothbrush is used.	EVALUATION Hold up the picture of the dentist. "What job does this person do?" "What do you like best about this job?" FOLLOW-UP 1. Ditto - "I Do Not Belong" Directions: Have the students put an "X" on the picture that does not belong with the dentist. 2. Ditto - "The Happy Monster Goes to the Dentist." Directions: Have the students use their crayons to follow the line that goes to the dentist. 3. Ditto - Happy Tooth Monster" and "Sad Tooth Monster." Directions: Have the students color the Happy Tooth Monster and the Sad Tooth Monster.

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CONSTRUCTION WORKER--COMMUNITY HELPER

BEHAVIORAL OBJECTIVES	PROCEDURES	LESSON CONTENT	EVALUATION and FOLLOW-UP
LINGUISTIC Given a series of learning activities, students will be able to use the following terms: construction worker builds machines crane bulldozer dump truck SOCIO-CULTURAL Given a series of learning activities, students will be able to identify: a female or male in the role of a construction worker the job performed by a construction worker that the skills for the job are not determined by sex but are based on interests and abilities	MATERIALS Picture of a Chicana construction worker Scene of a construction site Crayons Three dittos MOTIVATION Teacher shows class a picture of a construction site. "What do you think these construction workers are building?" school apartment building hospital road	Show picture - "Construction Worker" "Let's look at the picture again." "What are some things you see in this picture that the construction worker uses to build schools, roads, etc.?" (NOTE: Teacher should point to each machine and tool in the picture.) "Which machine makes holes in the ground and digs up the earth?" bulldozer "Which machine lifts the heavy materials?" crane "Which machine transports the earth?" dump truck "Where have you seen these machines at work?" "Which of these machines would you like to operate?" "Let's look at the poster of the construction worker?" "Why must she wear this hard hat when she does her job?" for protection	EVALUATION Hold up the picture of the construction worker. "What does the construction worker do?" "What do you like best about this job?" FOLLOW-UP 1. Ditto - "Machines at Work." Directions: Have the students color in the outlines of the machines the construction workers use. 2. Ditto - "I Do Not Belong." Directions: Have the students put an "X" on the thing that does not belong in each picture. 3. Ditto - "Which Comes First?" Directions: Have the students put #1 on the picture that comes first, #2 on the picture that comes second, and #3 on the picture that comes third.

REVIEW LESSON--COMMUNITY HELPER

BEHAVIORAL OBJECTIVES	PROCEDURES	LESSON CONTENT	EVALUATION and FOLLOW-UP
LINGUISTIC Given a series of learning activities, students will be able to identify the title and job performed by a: doctor dentist shopkeeper construction worker SOCIO-CULTURAL Given a series of learning activities, students will be able to identify: a female or male in the role of a doctor, dentist, shopkeeper, or construction worker the jobs performed by these community helpers that the skills for the jobs are not determined by sex but are based on interests and abilities	MATERIALS Four pictures - doctor, dentist, shopkeeper and construction worker Poems Lotto game Dittos and cardboard discs MOTIVATION Four pictures should be visible to the students "I will read you this poem. From the clues in the poem, can you tell "WHO AM I?"	I use a tongue depressor, I tap your knee; Mine is a job for a she or a he. "WHO AM I?" Doctor I fix your teeth, And make them clean as can be; Mine is a job for a she or a he. "WHO AM I?" Dentist I have a grocery store, You can buy food from me; Mine is a job for a she or a he. "WHO AM I?" Shopkeeper The buildings, roads and hospitals you see Are all things built by me; Mine is a job for a she or a he. "WHO AM I?" Construction worker "Which job would you like to do?"	LOTTO GAME Distribute ditto sheets and cardboard discs to students. Ditto sheet is divided into 4 parts. Directions: Teacher says title of community helper, then holds up picture and shows it to the class. If student has that picture on the ditto, she/he covers it with cardboard disc. The first student to have all the pictures covered wins the game. (continued)

REVIEW LESSON--COMMUNITY HELPER (continued)

BEHAVIORAL OBJECTIVES	PROCEDURES	LESSON CONTENT	EVALUATION and FOLLOW-UP
			Doctor Tongue Depressor Knee Hammer Stethoscope Flashlight Tape Measure Dentist Tooth Toothbrush Toothpaste Tooth with cavity Smile Shopkeeper Bag of Groceries Cash Register Cans of Food Milk Container Money Construction Worker Crane Dump Truck Bulldozer Hard Hat Hammer and Nail

¡TRABAJAMOS!

SUPPLEMENTARY ACTIVITIES

GAMES

EVALUATION INSTRUMENT

ANNOTATED BIBLIOGRAPHY

ENGLISH EDITION

SUPPLEMENTARY ACTIVITIES

The following activities provide further reinforcement of the objectives of this career awareness program. These may be added to the individual lesson plans or used as supplements or alternatives for review of the program.

1. Invite people from the community who are in non-traditional jobs. Most police departments now hire women. Hospitals are good sources for male nurses. Many communities have female doctors.

2. Creative Dramatics. Each student can choose a worker that she or he would like to be. The student can act out the duties for that job while the other children try to guess who the worker is.

3. Students can select a worker they would like to be and make up a four-page book with their own drawings about the job they chose.

4. Student Log. Each student draws a cover for a folder in which she/he will place the dittos used in each lesson. At the end of the unit each student will have a record of the school and community workers studied.

Game

CAREER DOMINOS

Separate all the cards.

Instructions:

1. Place all the cards face down. Do not overlap.

2. Each player draws 5 cards.

3. The first player lays a card in the middle of the table.

4. The opponent must match each picture at either end of the card from her/his pile.

5. Play continues accordingly until one player cannot match the picture on either end from her/his pile. The player must then draw from the master pile until she/he can play.

6. The first player to play all her/his cards from her/his own pile wins.

Game

CAREERLAND RACES

Materials: Cardboard discs) Provided by teacher
Die)

Object: To be the first to reach "Careerland"

To play:

1. Players choose a disc and place it on the "start" position.

2. Each player in turn rolls the dice and proceeds along the path toward "Careerland."

3. Should a player land on a space with instructions, she/he must follow them.

4. If a player throws the dice and lands on a space marked with a "star," she/he may move any other player backward two spaces. The player that has been moved must follow any instructions on the space she/he is moved to.

5. Game ends when the first player moves across the finish line into "Careerland."

DIRECTIONS FOR EVALUATION INSTRUMENT

Write or print your name on the front of your booklet on the line at the top of the page. On the same page, if you are a boy, put an "X" on the boy's face. If you are a girl, put an "X" on the girl's face.

Today we are going to ask you questions about the jobs people do. I will tell you about each job. After I tell you about the job, I will ask you, "Who do you think can do this job?"

I will show you a picture of a man's face and a picture of a woman's face. Can everyone point to the man's face? Can everyone point to the woman's face?

Please turn your page.

There are five different ways to answer each question. Look carefully at your page. In box number one, there are only women. If you think only women can do this job, put an "X" in box number one. In box number two, there are more women than men. If you think that more women than men can do this job, put an "X" in box number two. In box number three, there are the same number of women and men. If you think that the same number of women and men can do this job, put an "X" in box number three. In box number four, there are more men than women. If you think that more men than women can do this job, put an "X" in box number four. In box number five, there are only men. If you think only men can do this job, put an "X" in box number five.

Look at the faces on your paper. Mothers are people who have children. Who do you think can be mothers? Put an "X" in the box that shows who can be mothers.

Please turn your page.

Fathers are people who have children. Who do you think can be fathers? Put an "X" in the box that shows who can be fathers.

Please turn your page.

Look at the faces on your paper. Teachers are people who teach children in school. Who do you think can be teachers? If you think only women can be teachers, put an "X" in box number one. If you think more women than men can be teachers, put an "X" in box number two. If you think that the same number of women and men can be teachers, put an "X" in box number three. If you think more men than women can be teachers, put an "X" in box number four. If you think only men can be teachers, put an "X" in box number five.

Turn your page. Do not say anything out loud. I will tell you about a job. After I tell you about the job, put an "X" in the box that shows the people you think can do this job. I will tell you when to turn the page.

1. School bus drivers are people who drive the children to school. Who can be school bus drivers? Put an "X" in the box of the people you think can do this job.

Please turn your page.

2. School secretaries are people who work in an office in the school. Who can be school secretaries? Put an "X" in the box of the people you think can do this job.

Please turn your page.

3. Principals are people who are leaders of schools. Who can be principals? Put an "X" in the box of the people who you think can do this job.

Please turn your page.

4. Nurses are people who help take care of us when we are hurt or sick. Who can be nurses? Put an "X" in the box of the people you think can do this job.

Please turn your page.

5. Firefighters are people who put out fires. Who can be firefighters? Put an "X" in the box of the people you think can do this job.

Please turn your page.

6. Sanitation workers are people who keep our streets clean. Who can be sanitation workers? Put an "X" in the box of the people you think can do this job.

Please turn your page.

7. Police officers are people who help keep our streets safe. Who can be police officers? Put an "X" in the box of the people you think can do this job.

Please turn your page.

8. Letter carriers are people who bring us our mail. Who can be letter carriers? Put an "X" in the box of the people you think can do this job.

Please turn your page.

9. Shopkeepers are people who sell us things from their stores. Who can be shopkeepers? Put an "X" in the box of the people you think can do this job.

Please turn your page.

10. Construction workers are people who build roads and buildings. Who can be construction workers? Put an "X" in the box of the people you think can do this job.

Please turn your page.

11. Doctors are people who take care of us when we are hurt or sick. Who can be doctors? Put an "X" in the box of the people you think can do this job.

Please turn your page.

12. Dentists are people who take care of our teeth. Who can be dentists? Put an "X" in the box of the people you think cna do this job.

Please put your pencils down.

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All Kinds of Mothers - Brownstone, Cecily. N. Y.: McKay, 1969. An interracial book showing mothers who work both outside and inside the home.

Busy People - Kaufman, Joe. Doris Doctor, Trudy Teacher and Irma Installer are among the busy people to be found here. Feminist Book Mart, 162-11 Ninth Avenue, Whitestone, N. Y. 11357.

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Just Think - Miles, Betty and Blos, Joan. N. Y.: Knopf, 1971. Shows mothers who work outside the home, fathers enjoying their children.

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Mothers Can Do Anything - Lasker, Joe. Chicago: Albert Whitman.

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Mi Mamá La Cartera - Inez Maury. Spanish translation. Norah E. Alemary Publishers - The Feminist Press, Box 334, Old Westbury, N. Y. 11568. Ages 4-9. $3.50 - 32 pages.

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What I Want to Be When I Grow Up - Burnett, Carol. N. Y.: Simon and Schuster, 1975.

FILMSTRIPS

A Girl Like Me/A Boy Like Me

2 filmstrips with cassettes and instructor's guide designed to confront sex role stereotypes and create positive self-images for women.

Women's Media Workshop, Inc.
Storyboards by Zelda Zelden, Linda Haggerty and Isabel Luque Black
Instructor's Guide - Dr. Myra Sadker
SA 100 set in English $32.00
SA 100 SP set in Spanish $36.00
Miller-Brody Production, Inc.
342 Madison Avenue - Dept. BM
New York, New York 10017

Career Awareness Series - Introduction to the World of Work

4 filmstrips and 4 cassettes (Spanish on one side, English on the other)
Primary and Elementary Grades
Filmstrip 1. Waking Up to a Busy Day
" 2. People Who Help Our Community
" 3. What is Our Economy?
" 4. Workers and Their Work
Per Bilingual set $72.00
Bilingual Education Services, Inc.
P. O. Box 669
1603 Hope Street
South Pasadena, California 91030

Career Development for Primary Grades. English/Spanish
The World of Work

Kit - 4 filmstrips, 4 cassettes and teacher's guide with student activities on blackline originals. $81.00
Teacher's Guide $12.00
Gerald Madigan, Thomas Snyder and Joan Thames
Filmstrip 1. People Make a School Go
" 2. Teamwork in a Toy Factory
" 3. Working for an Airline
" 4. Look Out, World, Here I Come!

El Mundo del Trabajo

Gerald Madigan, Thomas Snyder, Joan Thames, A. Ruben, B. Sonico.
Filmstrip 1. La Gente hace la Escuela
" 2. Trabajo Conjunto en una Fábrica de Juguetes
" 3. Trabajando en un Líñea Aerea
" 4. ¡Cuidado Mundo ... Que Aquí Vengo!

Filmstrip "People Who Work"

Filmstrips and cassettes which stress multi-ethnic world and portray women realistically and actively involved in a working society. Available in English only.

Filmstrip Unit 1: Doctor, Baker, Quiltmaker, Naturalist, Toymaker
5 sound/filmstrips, career hats, finger puppets, Teaching Guide, records/cassettes $79.50

Unit 2: Architect, Photographer, Pilot, Pet Shop Owner, Farmer
5 sound/filmstrips, career hats, finger puppets, Teaching Guide, records/cassettes $79.50

Scholastic Book Service
904 Sylvan Avenue
Englewood Cliffs, N. J. 07632

Trabajemos Con Calle Sésamo

3 career oriented units each contains 1 filmstrip with cassette, student reader, student activity book and teacher's manual.

Unit 1: Working in Home Construction
Unit 2: Working with Animals
Unit 3: Working in Transportation
Cost per Unit $39.95
Complete Set $119.00
Bilingual Education Services, Inc.
P. O. Box 669
1603 Hope Street
South Pasadena, California 91030

Photo
"Carteles de Trabajadores"

Twelve 18 X 20 color picture cards depicting Mexican/American people employed in different jobs throughout the nation.

Developmental Learning Materials
7440 Natchez Avenue
Niles, Illinois 60648

"Mothers Do Many Kinds of Work"

Poster of women engaged in several work situations. Free.

Scott, Foresman and Co.
99 Bauer Drive
Oakland, N. J. 07436

"People at Work"

Twenty-four 8 X 10 black and white photos of people at work.

Women's Action Alliance, Inc.
Non-Sexist Child Development Project
370 Lexington Avenue
New York, N. Y. 10017

"People at Work Photo Packet"
Twenty 8 X 10 black-and-white photos of women and men in various non-traditional jobs.

Change for Children
532 Valencia Street
San Francisco, California 94110

"Photos of Women in Non-Stereotyped Occupations"
Set 1 - Community Helpers
Set 2 - Professionals
$2.50 and 25¢ postage per set

Feminist Resources for Equal Education
P. O. Box 3185
Saxonville Station
Framingham, Mass. 01701

"Women at Work"
Fifteen 8 X 10 photo reproductions of women of different ages and ethnic backgrounds working in non-traditional jobs.

Change for Children
532 Valencia Street
San Francisco, California 94110

Games and Puzzles

Games: 1. Community Careers - Multi-ethnic, non-sexist figures for flannel board. $5.00 + 15% postage
Produced by Instructo Corp.

2. Our Community Helpers Play People - male and female letter carriers, construction workers, doctors, nurses, police officers and business executives. $6.00
Produced by Milton Bradley

Women's Action Alliance
370 Lexington Avenue
New York, N. Y. 10017

Puzzles: Multiracial, non-sexist puzzles of a female crossing guard and a female doctor.

Judy Puzzles
General Learning Corp.
Morristown, N. J. 07960

Ahora sabes acerca de la gente en el trabajo. A career awareness program for primary grades of Spanish and English at an intermediate reading level. Components include Teacher's Guide; Readers, set of 5; Cassettes, set of 5. $59.50 per set.
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Project Equality, DL & Associates, 29638 41st Place South, Auburn, Washington 98002

General Resources - Available in English Only
Commercial Publications

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Guidelines for the Development of Elementary & Secondary Instructional Materials: The Treatment of Sex Roles. 1975. Holt, Rinehart and Winston, School Dept., 383 Madison Avenue, New York, N.Y. 10017

100 Children's Books About Puerto Ricans: A Study in Racism, Sexism and Colonialism. Interracial Books for Children, Vol. IV Nos. 1 & 2: Spring 1972. Racism & Sexism Resource Center for Educators, Council on Interracial Books for Children, 1841 Broadway, New York, N. Y. 10023 16 pp $2.50

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Elementary Sex Stereotyped Careers

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Used to introduce children to community people and their occupations.

My Family & My School

El Renacimiento, P. O. Box 465, Lansing, Michigan 48902. 1972.
3 - 8 years. English/Spanish. 1 book.
Combination coloring book and storybook, for migrant preschool children to introduce concepts of family and school; can be used with Spanish-speaking students of Southwest.

Bilingual Early Childhood Program

English/Spanish.
Four components: instructional, staff development, parenteral involvement, music.

Level One - 3 years	$498.00
Level Two - 4 years	$420.00
Level Three- 5 years	$594.00

Southwest Educational Development Laboratory
P. O. Box 1003
Austin, Texas 78767

Curriculum Guide and Bibliography

Reducing Sex-Role Stereotyping Through Career Education.
Although a high school program, the rationale is good and there are many good ideas for non-sexist career education at any level.
Available in Engligh only.

Kathy Quinn
Bristol Career Education Program
Bristol, Conn. 06010

Development of Career Awareness Materials for Spanish Speaking Migrant Children. Grades K-6. A Technical Report. An Executive Summary.

Twelve different career education bilingual (Spanish/English) curriculum units at different levels of student reading ability - Level A - non-reader, Level B - beginning reader, Level C - advanced reader.

Superintendent of Documents
U. S. Government Printing Office
Washington, D.C. 20402

$49.00 per set

Discover the World of Work

Teacher's Guide/Student Materials. Spanish/English Career Education materials. Grades K-6. A series of 12 curriculum units, each on a different occupation designed to develop career awareness in a migrant and non-migrant Spanish speaking student, at the advanced, beginning and non-reading levels.
Police Officer, Nurse, Beautician, Sales Clerk, Bank Teller, Butcher, Shipping and Receiving Clerk, Appliance Repair Person, Telephone Operator, Auto Mechanic, Cattle Rancher, Fruit Grower.

Superintendent of Documents
U. S. Government Printing Office
Washington, D.C. 20402

$49.00 per set

Instructional Resource Unit

Bilingual Education Program. 22 units of instruction including community helpers. Spanish/English program for students age 5.
1 book - $3.00

Houston I.S.D.
3830 Richmond Avenue
Houston, Texas 77027

Kindergarten Curriculum

Bilingual Education Project. 17 units in English and Spanish which include community helpers. For students age 5. 3 books - $11.00.

Las Cruces School District #2
Las Cruces, New Mexico 88001

Nuestra Raza: Sus Trabajos y Sus Construcciones

K, 1, and 2. English/Spanish - bilingual career education materials. Although heavily male oriented, there has been a conscious effort to incorporate materials on women.

Austin Independent School District, 1
Department of Bilingual Education
Austin, Texas 78710

"Una Escoba Para Ana, Cien Oficios Para Juan"

Módulo Número 5. La Comisión Para el Mejoramiento de los Derechos de la Mujer.
A training module in Spanish for elementary school teachers in career awareness.

Departamento de Instrucción
del Estado Libre Asociado de Puerto Rico
Calle Hoare Número 705
Santurce, Puerto Rico 00910

Education Development Center
55 Chapel Street
Newton, Massachusetts 02160

General Resources - Non-Commercial Publications
Available in English Only

Facilities Handbook for Career Education

National Institute of Education
Education and Work Group
1200 19th Street N.W.
Washington, D.C. 20036

The Effects of a Career Education Curriculum on the Racial Attitudes of Kindergarten Children

Includes descriptive elements on how a curriculum may be designed with color and race in mind while at the same time working towards career orientation. Helps to develop positive self-image and career awareness.

Mr. Primo Toccafondi, Project Coordinator
Career Education
Newark School District
Newark, Delaware 19711

The Development of Career Awareness in Young Children

National Institute of Education
Education and Work Group
1200 19th Street N.W.
Washington, D.C. 20036

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A BILINGUAL/MULTICULTURAL CAREER AWARENESS AND LANGUAGE ENRICHMENT PROGRAM - K-1

DIRECTORS: MARGOT A. VAZQUEZ BENARIO
RENEE Z. SHERMAN

LANGUAGE AND CULTURAL ADVISORS: ESPERANZA HERNANDEZ
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NEW YORK, N. Y. WASHINGTON, D. C.

WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM
U. S. EDUCATION DEPARTMENT
SHIRLEY M. HUFSTEDLER, SECRETARY
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55 Chapel Street, Newton, Massachusetts 02160

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INTRODUCCIÓN

Las oportunidades de empleo para mujeres y para personas pertenecientes a los grupos minoritarios históricamente han sido limitadas por el sexismo y el racismo. Las investigaciones que se han realizado, al respecto, han demostrado que los niños, aún desde los grados primarios perciben y aceptan el estereotipo racial como también los papeles que la mujer pueda ser capaz de desempeñar. Para las niñas, en particular, las pertenecientes a los grupos minoritarios, la elección de carreras está drásticamente reducida a unas pocas y todas son de las que se consideran propias para la mujer. Estas costumbres tradicionales se refuerzan en las instituciones educativas, especialmente en la escuela elemental donde se les introduce formalmente a los estudiantes una variedad de modelos desempeñando diferentes oficios. La segregación de oficio, a que ha sido sometida la mujer como lo dicta la tradición, crea una doble limitación para las mujeres. Como consecuencia la perspectiva de sus carreras está restringida tanto por el sexo como por la raza.

La evidencia de que la institucionalización del sexismo y el racismo se mantiene latente en varios segmentos de la escuela elemental fue documentada por estudios tales como los conducidos por el Proyecto Feminista de Baltimore--"Sexism and Racism in Popular Basal Readers, 1964-1976" y "Council on Interracial Books for Children: Racism in Career Education Materials." Otro estudio, realizado por el "Council on Interracial Books for Children"--"Feminists Look at One Hundred Books: The Portrayal of Women in Children's Books on Hispanic Themes", encontró que las mujeres, en los libros de niños, participaban en actividades tales como la jardinería (horticultura), la costura, en juegos con amigas y actuando. Las muchachas jóvenes siempre son vistas como "ayudantes de las madres"--cocinando y limpiando. Las madres se ven principalmente representadas como amas de casa. Sin embargo, si tenían algún oficio, generalmente eran amas de casa con trabajos en fábricas u hospitales o como domésticas que también tenían que cocinar, limpiar y ser madres después del trabajo. Para desempeñar estos trabajos se necesitaba un mínimo de conocimiento de los mismos. Relativamente pocas mujeres hispanas se representaban desempeñando determinadas ocupaciones, las jóvenes hispanas pueden inferir que el papel que ellas van a desempeñar en la vida es el de convertirse en amas de casa o en una combinación de amas de casa y trabajadoras sin mucha preparación.

Aunque la escuela elemental ha presentado estereotipos tradicionales, puede servir como una institución efectiva para desarrollar papeles de oficios que no están estereotipados por el sexo. El propósito del Programa Bilingüe/ Multicultural de Conocimiento de Oficios y Profesiones para Estudiantes Hispanos en los Grados Primarios es ampliar los objetivos y la secuencia del curículo de los Estudios Sociales que se utilizan en los grados primarios.

Al comienzo de los grados primarios el programa introduce doce trabajadores de la escuela y la comunidad dentro del curículo de los Estudios Sociales. El programa consiste de dos equipos: uno en español y otro en inglés. Cada equipo contiene una unidad de tres semanas que puede ser integrada con facilidad dentro del curículo. Cada equipo está dedicado a promover una extensa serie de ocupaciones preferidas, basadas en los intereses y habilidades de los estudiantes y no en los papeles tradicionales

estereotipados por el sexo. Como el material es multicultural, es sensible a las diferencias culturales y lingüísticas que se encuentran entre los grupos que comprenden la comunidad hispana. El alcance de modelos de carreras presentado es suficientemente amplio para tomar en cuenta el regionalismo de los diferentes grupos de personas que hablan español en todos los Estados Unidos. Al mismo tiempo, la propia cultura e idioma del estudiante están realzados o resaltados a través del programa. El estudiante puede progresar en el programa mientras está aprendiendo un segundo idioma.

Estos equipos instructivos son tan concisos que pueden ser usados en la lengua vernácula del estudiante. También pueden ser usados en el segundo idioma del estudiante, con el propósito de realzar su facilidad en el segundo idioma. Por lo tanto, este programa puede ser integrado dentro del curículo de las Artes del Lenguaje existente como también en el del segundo idioma y en el de los Estudios Sociales.

La/el maestra(o) debe medir o asesorar las necesidades de los estudiantes individualmente, con el propósito de determinar la medida realística para implementar el programa. Este instrumento del aprendizaje ha sido estructurado de tal forma que los planes de lección puedan ser terminados dentro de un horario flexible. Algunos de los planes quizás tomen uno o dos días para terminarse, siempre dependiendo de las diferentes actividades que el estudiante pueda realizar.

Componentes del Programa Bilingüe/Multicultural de Conocimiento de Oficios y Profesiones para Estudiantes Hispanos en los Grados Primarios

Equipo del Idioma Inglés (Equipo de la Lengua Inglesa)

Guía del (de la) Maestro(a)

Planes de Lección
- Objetivos de Conducta
  - Lingüístico
  - Socio-Cultural
- Materiales
  - Descripción del Cartel
  - Descripción de Materiales del Estudiante
- Motivación
- Contenido de la Lección
- Evaluación
- Actividades de Comprobación (Suplementarias)

Paquete de Materiales
- Carteles correspondientes a cada lección individual
- Materiales del estudiante correspondientes a cada lección individual (hojas de papel ditto, canciones, juegos y actividades sugeridas)

Instrumento de Evaluación
- Pruebas al comienzo y al final del programa para valorar los cambios del estudiante en sus actitudes hacia los modelos que desempeñan las carreras

Cuaderno del Estudiante
- Recopilación del trabajo del estudiante a medida que progresa en el programa
- Bibliografía y materiales de consulta y recursos
- Publicaciones comerciales
- Programas del Curículo del distrito escolar

Equipo del Idioma Español (de la Lengua Española)

Guía del (de la) Maestro(a)

Planes de Lección
- Objetivos de Conducta
  - Lingüístico
  - Socio-Cultural
- Materiales
  - Descripción del Cartel
  - Descripción de Materiales del Estudiante
- Motivación
- Contenido de la Lección
- Evaluación
- Actividades de Comprobación (Suplementarias)

Paquete de Materiales

Carteles correspondientes a cada lección individual
Materiales del estudiante correspondientes a cada lección individual (hojas de papel ditto, canciones, juegos, y actividades sugeridas)

Instrumento de Evaluación

Pruebas al comienzo y al final del programa para valorar los cambios del estudiante en sus actitudes hacia los modelos que desempeñan las carreras

Cuaderno del Estudiante

Recopilación del trabajo del estudiante a medida que progresa en el programa
Bibliografía y materiales de consulta y recursos
Publicaciones comerciales
Programas del Curículo del distrito escolar

Desarrollo de Destrezas

Añadido a los Objetivos del Programa y a los Objetivos del Aprendizaje, las autoras han recalcado el desarrollo de las destrezas que refuerzan las destrezas básicas introducidas en otras áreas del curículo al comienzo del nivel primario. El diseño de los materiales de aprendizaje facilitará que el estudiante pueda:

Desarrollar la habilidad para discriminar visualmente entre objetos que son diferentes en tamaño, figura, clase, forma, posición y propósito.

Desarrollar la capacidad visual por medio de láminas con palabras o símbolos escritos.

Desarrollar la coordinación de la mano y de la vista de izquierda hacia la derecha.

Desarrollar la habilidad para identificar configuraciones.

Desarrollar la habilidad para identificar y usar numerales y números.

Proveer práctica general en la coordinación motora.

Proveer práctica excelente en la coordinación motora por medio de una variedad de tareas de trazar, tareas de dibujar, etc.

Proveer práctica en la discriminación auditiva.

Estimular al intelecto para crear y criticar por medio de una variedad de actividades cómo desempeñar y clasificar un papel.

Uso del Programa

Los equipos pueden ser usados de diferentes formas de acuerdo con el alcance y el diseño del programa del distrito escolar. Los materiales pueden ser usados dentro de un marco de instrucciones con un grupo grande o pequeño, o por estudiantes individualmente.

Objetivos del Programa

Enfocar en el desarrollo del saber propio, en hacer decisiones y en el conocimiento del mundo de los oficios de la mujer hispana y al mismo tiempo poder mantener y cultivar la propia cultura del niño como parte total del programa.

Recalcar las actividades para el desarrollo de las carreras (los cursos), las cuáles ayudarán a las mujeres hispanas al real desarrollo de las metas de empleo y a competir en el mundo del trabajo.

Presentar, de la propia cultura de la mujer hispana, modelos desempeñando papeles positivos no determinados por el sexo o la tradición, con el propósito de realzar su propia imagen.

Objetivos del Aprendizaje

Introducir a los estudiantes trabajadores de la escuela y la comunidad en papeles, que no sean estereotipados por el sexo o la tradición, ampliando de esta forma las alternativas de las carreras para ambos sexos.

Estimular a estudiantes de ambos sexos a escoger carreras basadas en los intereses y habilidades del individuo y no en el papel que pueden desempeñar de acuerdo con la socialización del sexo.

Introducir y usar un vocabulario con términos y estructuras no determinados por el sexo al relacionar los trabajadores de la escuela y la comunidad y los papeles que desempeñan.

¡TRABAJAMOS!

EQUIPOS 6-10

AYUDANTES DE LA COMUNIDAD

SPANISH EDITION

LA BOMBERA--AYUDANTE DE LA COMUNIDAD

OBJETIVOS DE CONDUCTA	PROCEDIMIENTO	CONTENIDO DE LA LECCIÓN	EVALUACIÓN Y COMPROBACIÓN
LINGÜÍSTICO Dada una serie de actividades, la/el estudiante podrá usar los términos siquientes: - camión de los bomberos - departamento de las/los bomberas/os - uniforme - escalera - manguera - sirena - peligroso SOCIO-CULTURAL Dada una serie de actividades, la/el estudiante podrá identificar: - una mujer o un hombre en el papel de bombera/o. - el trabajo desempeñado por una/un bombera/o. - que las destrezas para el trabajo no son determinadas por el sexo sino basadas en los intereses y habilidades.	MATERIALES Cartel de una mujer negra bombera Rompecabezas de un camión de bomberos Crayolas y tijeras 2 hojas de papel ditto MOTIVACIÓN La/el maestra/o tiene una lámina de un camión de bomberos que se encuentra afuera del departamento. La lámina está dividida en cuartos. La/el maestra/o sostiene uno de los cuartos y les pregunta a los estudiantes lo que ellos piensan que formará la lámina completa. La/el maestra/o pide, entre los estudiantes, una/un voluntaria/o para que lo ayuden a completar la lámina (rompecabezas). "Aquí hay una pieza más para este rompecabezas". "¿Quién quiere ayudarme a terminar esta lámina?"	Muestre el cartel "La bombera". "¿Cómo están Uds. vestidos?" "¿Cómo está vestida la bombera?" (botas, yelmo, guantes, capa de agua) "¿Por qué necesita la bombera un uniforme especial?" La/el maestra/o sostiene la lámina usada en la motivación--el camión de bomberos con una manguera, una escalera y una sirena. Estas son las cosas que usa la/el bombera/o. "Por qué usa la bombera estas cosas?" - para apagar el fuego - para encontrar la gente en el fuego--salvarle la vida a la gente - llegar al lugar del fuego en el camión "¿Dónde han visto Uds. una/un bombera/o?" "¿Por qué tiene la/el bombera/o un trabajo peligroso?" (La gente se puede herir y la propiedad se puede perder en los incendios.)	EVALUACIÓN Muestre el cartel "La bombera". "¿Cuál es el trabajo que hace esta persona?" "¿Qué te gusta más acerca de este trabajo?" COMPROBACIÓN 1. Hoja de papel ditto "¿Dónde trabaja la bombera?" Pongan una "X" en el cuarto de la lámina que no pertenece al grupo. 2. Hoja de papel ditto "Aparear". Recorten y coloreen los dibujos de la lámina.

EL CARTERO--AYUDANTE DE LA COMUNIDAD

OBJETIVOS DE CONDUCTA	PROCEDIMIENTO	CONTENIDO DE LA LECCIÓN	EVALUACIÓN Y COMPROBACIÓN
LINGÜÍSTICO Dada una serie de actividades, la/el estudiante podrá usar los términos siguientes: el cartero correspondencia correos buzón carta bultos (paquetes) entregas SOCIO-CULTURAL Dada una serie de actividades, la/el estudiante podrá identificar: una mujer o un hombre en el papel del cartero. el trabajo desempeñado. que las destrezas para el trabajo no son determinadas por el sexo sino basadas en los intereses y habilidades.	MATERIALES Cartel de un hombre puertorriqueño, cartero Crayolas 2 hojas de papel ditto MOTIVACIÓN Resolviendo el problema--vas a celebrar tu compleaños y quieres invitar amigos a tu fiesta. El teléfono de ellos está roto (descompuesto) y viven lejos. "¿Cómo les van a informar acerca de tu fiesta"? vas en guagua/autobús haces que tus padres te lleven en carro vas caminado les envías (mandas) una invitación por el correo "¿Quién les lleva la invitación a sus casas?"	Muestre el cartel "El cartero". "¿Qué trabajo hace el cartero?" Entrega cartas y bultos. Recoge la correspondencia del correo y la lleva a sus casas. "¿Cómo sabe el cartero cuáles cartas y bultos le pertenecen a la persona determinada?" Distribuya crayolas y la hoja de papel ditto "Por el número". Haga una línea desde la carta hasta el buzón que le corresponde.	EVALUACIÓN Muestre el cartel "El cartero". "¿Cuál es el trabajo que hace esta persona?" "¿Qué te gusta más acerca de este trabajo?" COMPROBACIÓN 1. Hoja de papel ditto "Invitación". Escriban su nombre en la invitación. 2. Fiesta de cumpleaños de la clase. Buzón hecho de una caja de zapatos. Tarjetas con los nombres de cada estudiante en el buzón. La/el maestra/o debe ayudar a la clase demonstrando cómo debe entregar el cartero las invitaciones a cada estudiante. Culminación de la actividad debe ser una fiesta de cumpleaños donde todos los niños celebran sus compleaños por el año completo.

LA AGENTE DE LA POLICÍA (POLICÍA)--AYUDANTE DE LA COMUNIDAD

OBJETIVOS DE CONDUCTA	PROCEDIMIENTO	CONTENIDO DE LA LECCIÓN	EVALUACIÓN Y COMPROBACIÓN
LINGÜÍSTICO Dada una serie de actividades, la/el estudiante podrá usar los términos siguientes: la agente de la policía estación de policía uniforme carro de patrulla ayudante peligro, seguro SOCIO-CULTURAL Dada una serie de actividades, la/el estudiante podrá identificar: una mujer o un hombre en el papel de policía. el trabajo desempeñado por un policía. que las destrezas para el trabajo no son determinadas por el sexo sino basadas en los intereses y habilidades.	MATERIALES Cartel de una cubana, agente de la policía 1 lámina del lugar donde trabajan agentes de policía Forma en blanco (delineado) de una agente de policía Crayolas 2 hojas de papel ditto MOTIVACIÓN Forma en blanco (delineado) de una agente de la policía. 1 lámina - la lámina tiene una forma en blanco delineando una agente de la policía. Después de enseñar la lámina, la/el maestra/o pregunta, "¿Quién trabaja aquí?" Después que los estudiantes contesten, deben poner la forma de la agente de la policía en la forma en blanco que está delineada en la lámina.	Muestre el cartel "La agente de la policía". "¿Dónde trabaja la agente de la policía?" (Nota: El maestro hace referencia otra vez de lo utilizado en la Motivación.) "¿Cuál es el trabajo que Uds. han visto que la agente de policía hace?" "¿Cómo les ayuda la agente de la policía?" Nos ayuda a cruzar la calle. Nos ayuda cuando nos perdemos. "¿Cómo ayuda el policía a la gente en el vecindario o barrio donde Uds. viven?" Dirige el tráfico. Mantiene las calles sin peligro.	EVALUACIÓN Muestre el cartel "La agente de la policía". "¿Cuál es el trabajo que hace esta persona?" "¿Qué te gusta más acerca de este trabajo?" COMPROBACIÓN 1. Invite a una/un agente de la policía para que le hable a las/los estudiantes en la clase acerca del trabajo que ellos realizan. 2. Un viaje: Visite, con sus estudiantes, la estación de policía del vecindario. Haga los arreglos necesarios para que una/un agente de la policía les hable a los estudiantes sobre el trabajo que ellos realizan. 3. Hoja de papel ditto "Encuéntrame". Ponga una "X" en el lugar donde la agente de la policía está trabajando. 4. Hoja de papel ditto "Coloréame". Coloreen la lámina de la agente de policía.

EL TRABAJADOR DE LA LIMPIEZA (SANIDAD) PÚBLICA--AYUDANTE DE LA COMUNIDAD

OBJETIVOS DE CONDUCTA	PROCEDIMIENTO	CONTENIDO DE LA LECCIÓN	EVALUACIÓN Y COMPROBACIÓN
LINGÜÍSTICO Dada una serie de actividades, la/el estudiante podrá usar los términos siguientes: la/el trabajadora/ trabajador de la limpieza pública (basurero) camión de sanidad pública vecindario uniforme trabajador/a de la limpieza pública limpio enfermo SOCIO-CULTURAL Dada una serie de actividades, la/el estudiante podrá identificar: una mujer o un hombre en el papel de trabajador/a de la limpieza pública. el trabajo desempeñado por un/una trabajador/a de la limpieza pública. que las destrezas para el trabajo no son determinadas por el sexo sino basadas en los intereses y habilidades.	MATERIALES Cartel de un hombre blanco, entrado en años, trabajador de la limpieza pública Lámina de una calle en la ciudad Crayolas, tijeras y pega/ pegadura 3 hojas de papel ditto MOTIVACIÓN La/el maestra/o vacía el safacón/bote de la basura en frente de la clase y pregunta: "¿A quién le gustaría ayudarme a recoger esta basura?" "¿Por qué debemos limpiar y recoger basura?" "¿Quién limpia su casa?" "¿Quién limpia la escuela?" "¿Quién limpia su vecindario? Por qué?" Uno se puede enfermar. No es saludable.	Muestre el cartel "El trabajador de la limpieza pública". Él está viajando en el camión de la sanidad. La/el maestra/o sostiene el dibujo con escena de la calle de una ciudad donde el contenido de los safacones/botes de la basura se han derramado en la calle. "¿Cómo puede limpiar esta calle el trabajador de la limpieza pública?" Vacía el safacón/bote de la basura dentro del camión. Barre la calle. Echa agua a la calle desde el camión. "¿Por qué es importante tener limpios los vecindarios?" "¿Qué ropa están usando Uds. hoy?" "¿Qué clase de ropa usa el trabajador?" zapatos fuertes (gruesos) sombrero guantes overol "¿Por qué usa uniforme el trabajador de la limpieza pública?" (protección)	EVALUACIÓN Muestre el cartel "El trabajador de la limpieza pública". "¿Cuál es el trabajo que hace esta persona? "¿Qué te gusta más acerca de este trabajo?" COMPROBACIÓN 1. Hoja de papel ditto "Ir al trabajo". Tracen una línea por el camino que el trabajador de la limpieza pública toma para llegar al vecindario que será limpiado. 2. Hojas de papel ditto "Tener afuera para secar". Corten la ropa y péguenla en la forma delineada en el cordel de la ropa que le corresponde.

REPASO DE LAS LECCIONES--AYUDANTES DE LA COMUNIDAD

OBJETIVOS DE CONDUCTA	PROCEDIMIENTO	CONTENIDO DE LA LECCIÓN	EVALUACIÓN Y COMPROBACIÓN
LINGÜÍSTICO Dada una serie de actividades, la/el estudiante podrá identificar el título y el trabajo desempeñado por una/un: bombera/o trabajadora/trabajador de la limpieza pública (basurero) agente de la policía cartero SOCIO-CULTURAL Dada una serie de actividades, la/el estudiante podrá identificar: una mujer o un hombre en el papel de bombera/o, empleada/o de la limpieza (basurero), policía o cartero. la labor desempeñada por estos ayudantes de la comunidad. que las destrezas para esas labores no son determinadas por el sexo sino basadas en los intereses y habilidades.	MATERIALES 4 carteles - "La bombera", "La agente de policía", "El cartero" y "El trabajador de la limpieza publica" Crayolas 1 hoja de papel ditto MOTIVACIÓN "¿Quién Soy Yo?" Los 4 carteles deben estar a la vista de las/los estudiantes. La/el maestra/o dice: "El juego se llama, "¿Quién Soy Yo?" Una/un voluntaria/o hace que es una/un trabajadora/trabajador. "Yo les daré una idea".	INDICIOS (IDEAS) 1. Yo apago los fuegos y viajo en un camión. "¿Quién Soy Yo?" La bombera 2. Yo llevo las cartas a tu casa. "¿Quién Soy Yo?" El cartero 3. Yo dirijo el tráfico y viajo en un carro de patrulla. "¿Quién Soy Yo?" (La agente de la policía 4. Yo ayudo a mantener limpias las calles de tu vecindario o barrio. "¿Quién Soy Yo?" La/el trabajadora/trabajador de la limpieza pública "¿Cuál de esos trabajos te gustaría tener?"	EVALUACIÓN Y COMPROBACIÓN Hojas de papel ditto "Yo Viajo Alrededor". Tracen una línea desde el trabajador de la comunidad al carro o camión que usa para trabajar.

¡TRABAJAMOS!

ACTIVIDADES SUPLEMENTARIAS

JUEGOS

INSTRUMENTO DE EVALUACIÓN

BIBLIOGRAFÍA

SPANISH EDITION

ACTIVADES SUPLEMENTARIAS

Las siguientes actividades proveen ayuda reforzando los objetivos del programa. Estas actividades se pueden añadir a las lecciones individuales o usarse como suplemento o como último recurso para revisar el programa.

1. Invita a personas de la comunidad que no tengan trabajos tradicionales para su sexo. Algunos departamentos de la policía están reclutando mujeres. Los hospitales también tienen enfermeros varones. En muchas comunidades hay mujeres que son médicos.

2. Dramática Creativa. Cada estudiante puede escoger un trabajo que quiera hacer. La/el estudiante debe actuar que está haciendo el trabajo. Los demás estudiantes tienen que adivinar qué trabajo hace la/el estudiante.

3. Estudiantes deben escoger una/un trabajadora/trabajador que les guste y pueden hacer un librito de cuatro páginas con dibujos de lo que hace esa persona en su trabajo.

4. Cuaderno del Estudiante. Cada estudiante adorna un cuaderno y pone todos los papeles ditto de las lecciones en el cuaderno. Así cada estudiante tendrá un librito de todas las trabajadoras y todos los trabajadores que ha estudiado.

JUEGO DE DOMINÓ DE CARRERAS

Separar todas las tarjetas.

Instrucciones:

1. Coloque las tarjetas boca abajo. No las mezcle.

2. Cada jugador/a coge 5 tarjetas.

3. El/la primer jugador/a escoge una de las tarjetas y la pone en el centro de la mesa.

4. El/la jugador/a que le sigue debe buscar entre sus tarjetas la que sea igual a cualquiera de las tarjetas que se encuentran a ambos lados del juego.

5. Si una/uno de las/los jugadoras/es no tiene entre sus tarjetas una que sea igual a cualquiera de las que están a ambos lados del juego para que el juego pueda continuar, ella/él debe escoger una tarjeta de las que quedan en el montón de la mesa.

6. La/el jugadora/jugador que se quede sin tarjetas es la/el que gana.

Juego

EL MUNDO DE LAS CARRERAS

Materiales: Discos de cartón
Dado

Estos materiales serán obtenidos por la/el maestra/o

Objeto: Ser la/el primera/o en llegar al "Mundo de las Carreras"

Para jugar:

1. Las/los jugadoras/es escogen un disco y lo ponen en la posición "salir" (empezar).

2. Cada jugador/a en turno agita el dado y sigue a lo largo del camino que la/lo lleva al "Mundo de las Carreras".

3. La/el jugadora/jugador cae en el espacio como indican las instrucciones y tiene que seguirlas.

4. Si la/el jugadora/jugador tira el dado y cae en un espacio marcado con una "estrella", ella/él puede mover a cualquiera de los jugadores hacia atrás 2 espacios. La/el jugadora/jugador que le tocó moverse debe seguir las instrucciones que indica el espacio.

5. El juego termina cuando la/el jugadora/jugador que esté delante cruza la línea final y entre al "Mundo de las Carreras".

INSTRUCCIONES PARA EL EXAMEN DE OFICIOS

Escribe tu nombre en frente del panfleto en la línea de arriba. En la misma página, si eres niño, marca con una "X" la cara del niño. Si eres una niña, marca con una "X" la cara de la niña.

Hoy les vamos a hacer preguntas sobre trabajos que hace la gente. Yo les diré algo acerca de cada trabajo. Después que yo les explique lo que se hace en este trabajo, yo les preguntaré, "¿Quién creen ustedes que puede hacer este trabajo?"

Yo les enseñaré la cara de un hombre y la cara de una mujer. A ver, "¿todos me pueden señalar con el dedo la cara del hombre?" "¿Me pueden señalar con el dedo la cara de la mujer?"

Cada vez que yo les haga una pregunta me pueden contestar en cinco formas diferentes. Fíjensen bien en su página. En el cuadro número uno todas son mujeres. Si ustedes creen que solamente las mujeres pueden hacer este trabajo, marquen con una "X" este cuadro. En el cuadro número dos hay más mujeres que hombres. Si ustedes creen que más mujeres que hombres pueden hacer este trabajo, marquen con una "X" este cuadro. En el cuadro número tres hay el mismo número de mujeres y hombres. Si ustedes creen que tanto las mujeres como los hombres pueden hacer este trabajo, marquen con una "X" este cuadro. En el cuadro número cuatro hay más hombres que mujeres. Si ustedes creen que más hombres que mujeres pueden hacer este trabajo marquen con una "X" este cuadro. En el cuadro número cinco hay solamente hombres. Si ustedes creen que solamente los hombres pueden hacer este trabajo marquen con una "X" este cuadro.

Fíjensen en las caras que están en su papel. Las madres son personas que tienen hijas e hijos. "¿Quiénes creen ustedes que pueden ser madres? Marquen con una "X" el cuadro de las personas que pueden ser madres."

Los papás son personas que tienen hijos e hijas. "¿Quiénes creen ustedes que pueden ser papás? Marquen con una "X" el cuadro de las personas que pueden ser papás."

Fíjensen en las caras que están en su papel. "¿Hay personas que pueden dar clases en la escuela?" "¿Quién creen ustedes que puede dar clases en la escuela?" Si ustedes creen que las mujeres nada más pueden dar clases en la escuela, marquen con una "X" el cuadro número uno. Si ustedes creen que más mujeres que hombres puedan dar clases en la escuela, marquen con una "X" el cuadro número dos. Si ustedes creen que tanto las mujeres como los hombres pueden dar clases en la escuela, marquen con una "X" el cuadro número tres. Si ustedes creen que más hombres que mujeres pueden dar clases en la escuela, marquen con una "X" el cuadro número cuatro. Si ustedes creen que solamente los hombres pueden dar clases en la escuela, marquen con una "X" el cuadro número cinco.

Pasen la página sin decir nada en voz alta. Yo les diré algo acerca de un trabajo. Después que yo les explique algo acerca de este trabajo, marquen con una "X" el cuadro de las personas que ustedes creen que puedan hacer el trabajo. Yo les aviso cuando deben pasar la página.

INSTRUCCIONES PARA EL EXAMEN DE OFICIOS

1. Hay personas quienes guían las guaguas/los autobuses escolares y llevan los niños a la escuela.

   "¿Quiénes creen ustedes que pueden guiar las guaguas/los autobuses escolares?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

   Pasen la página.

2. Hay personas quienes escriben a maquinilla/máquina en la oficina de la escuela.

   "¿Quiénes creen ustedes que pueden escribir a maquinilla/máquina en la oficina de la escuela?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

   Pasen la página.

3. Los directores son personas quienes dirigen las escuelas.

   "¿Quiénes creen ustedes que pueden dirigir las escuelas?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

   Pasen la página.

4. Hay personas quienes nos ayudan cuando estamos enfermos en la escuela y ayudan a los médicos en sus oficinas.

   "¿Quiénes creen ustedes que nos pueden ayudar cuando estamos enfermos en la escuela y ayudan a los médicos en sus oficinas?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

   Pasen la página.

5. Hay personas quienes apagan los fuegos.

   "¿Quiénes creen ustedes que pueden apagar los fuegos?" Marquen con una "X" el cuadro de las personas que ustedes creen pue pueden hacer este trabajo.

   Pasen la página.

6. Hay personas quienes recogen la basura.

   "¿Quiénes creen ustedes que pueden recoger la basura?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

   Pasen la página.

7. Los agentes de la policía son personas quienes mantienen la ley.

   "¿Quiénes creen ustedes que pueden mantener la ley?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

Pasen la página.

8. Hay personas quienes nos traen las cartas y los paquetes.

   "¿Quiénes creen ustedes que nos pueden traer las cartas y los paquetes?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

Pasen la página.

9. Hay personas quienes nos venden diferentes artículos de sus tiendas.

   "¿Quiénes creen ustedes que nos pueden vender diferentes artículos de sus tiendas?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

Pasen la página.

10. Hay personas quienes trabajan construyendo edificios y carreteras.

    "¿Quiénes creen ustedes que pueden construir edificios y carreteras?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

Pasen la página.

11. Los doctores son personas quienes nos curan cuando estamos enfermos.

    "¿Quiénes creen ustedes que nos pueden curar cuando estamos enfermos?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

Pasen la página.

12. Los dentistas son personas quienes nos arreglan los dientes.

    "¿Quiénes creen ustedes que pueden arreglar dientes?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

Dejen los lápices en el escritorio.

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Career Awareness Picture Books - Available in English Only
Commercial Publications (unless otherwise indicated)

A Woman Is. . . . - Pellet, Elizabeth, Osen, Deborah K., and May, Marguerite P. Walnut Creek, CA: Aardvark Media, Inc., 1971. Tells in poetic form what a woman is by describing some of the many roles women fill. Excellent representation of various racial and ethnic groups.

All Kinds of Mothers - Brownstone, Cecily. N.Y.: McKay, 1969. An interracial book showing mothers who work both outside and inside the home.

Busy People - Kaufman, Joe. Doris Doctor, Trudy Teacher and Irma Installer are among the busy people to be found here. Feminist Book Mart, 162-11 Ninth Avenue, Whitestone, N.Y. 11357

Busy People and How They Do Their Work - Kaufman, Joe. N.Y.: Golden Press, 1973. Pictures of a boy and girl roller skating together, female and male telephone operatros, and female and male postal workers.

Fire Girl - Ages 6-12. The Feminist Press, Box 334, Old Westbury, N.Y. 11568. $3.25.

Girls Can Be Anything - Klein, Norma. Feminist Book Mart, 162-11 Ninth Avenue, Whitestone, N.Y. 11357.

He Bear, She Bear - Berenstein, Stan and Jan. N.Y.: Random House, 1974.

Just Think - Miles, Betty and Blos, Joan. N.Y.: Knopf, 1971. Shows mothers who work outside the home, fathers enjoying their children.

¿Los Camiones, Qué Hacen? - Harper & Row, Dept. 363, 10 E. 53rd St., N.Y., N.Y. 10022. Story about truck drivers and what they do.

Mommies at Work - Merriam, Eve. N.Y.: Knopf, 1961. Combines the home-making and working qualities of women and depicts interesting jobs held by women.

Mothers Can Do Anything - Lasker, Joe. Chicago: Albert Whitman.

My Mother the Mail Carrier
Mi Mamá La Cartera - Inez Maury. Spanish translation. Norah E. Alemary Publishers - The Feminist Press, Box 334, Old Westbury, N.Y. 11568. Ages 4-9. $3.50--32 pages.

Tommy Goes to the Doctor - Wolde, Grenilla. Boston: Houghton Mifflin, 1972. Tommy does to his teddy bear what his doctor (a woman) does to him.

Career Awareness Picture Books - Available in English Only
Commercial Publications (unless otherwise indicated)

What Can She Be? - Goldreich, Gloria and Goldreich, Esther. N.Y.: Lothrop, Lee & Shepard, 1972. A veterinarian. Photographs show a female veterinarian taking care of animals in her hospital. Other "What Can She Be?" books portray the work of a broadcaster, a lawyer and a police officer.

What I Want to Be When I Grow Up - Burnett, Carol. N.Y.: Simon and Schuster, 1975.

FILMSTRIPS

A Girl Like Me/A Boy Like Me

2 filmstrips with cassettes and instructor's guide designed to confront sex role stereotypes and create positive self-images for women.

Women's Media Workshop, Inc.
Storyboards by Zelda Zelden, Linda Haggerty and Isabel Luque Black
Instructor's Guide - Dr. Myra Sadker
SA 100 set in English $32.00
SA 100 SP set in Spanish $36.00

Miller-Brody Production, Inc.
342 Madison Avenue - Dept. BM
New York, New York 10017

Career Awareness Series--Introduction to the World of Work

4 filmstrips and 4 cassettes (Spanish on one side, English on the other)
Primary and Elementary Grades
Filmstrip 1. Waking Up to a Busy Day
" 2. People Who Help Our Community
" 3. What Is Our Economy?
" 4. Workers and Their Work
Per Bilingual set $72.00

Bilingual Education Services, Inc.
P.O. Box 669
1603 Hope Street
South Pasadena, California 91030

Career Development for Primary Grades. English/Spanish
The World of Work

Kit - 4 filmstrips, 4 cassettes and teacher's guide with student activities on blackline originals. $81.00
Teacher's Guide $12.00
Gerald Madigan, Thomas Snyder and Joan Thames
Filmstrip 1. People Make a School Go
" 2. Teamwork in a Toy Factory
" 3. Working for an Airline
" 4. Look Out, World, Here I Come!

El Mundo del Trabajo

Gerald Madigan, Thomas Snyder, Joan Thames, A. Rubén and B. Sonico
Filmstrip 1. La Gente Hace la Escuela
" 2. Trabajo Conjunto en una Fábrica de Juguetes
" 3. Trabajando en una Línea Aérea
" 4. ¡Cuidado Mundo ... Que Aquí Vengo!

Media Materials--Commercial Publications

Filmstrip "People Who Work"

Filmstrips and cassettes which stress multi-ethnic world and portray women realistically and actively involved in a working society. Available in English only.

Filmstrip Unit 1: Doctor, Baker, Quiltmaker, Naturalist, Toymaker
5 sound/filmstrips, career hats, finger puppets, Teaching Guide, records/cassettes $79.50

Filmstrip Unit 2: Architect, Photographer, Pilot, Pet Shop Owner, Farmer
5 sound/filmstrips, career hats, finger puppets, Teaching Guide, records/cassettes $79.50

Scholastic Book Service
904 Sylvan Avenue
Englewood Cliffs, N.J. 07632

Trabajemos Con Calle Sésamo

3 career-oriented units: each contains 1 filmstrip with cassette, student reader, student activity book and teacher's manual.

Unit 1: Working in Home Construction
Unit 2: Working with Animals
Unit 3: Working in Transportation
Cost per Unit $39.95
Complete Set $119.00

Bilingual Education Services, Inc.
P.O. Box 669
1603 Hope Street
South Pasadena, California 91030

Photo

"Carteles de Trabajadores"

Twelve 18 x 20 color picture cards depicting Mexican-American people employed in different jobs throughout the nation.

Developmental Learning Materials
7440 Natchez Avenue
Niles, Illinois 60648

"Mothers Do Many Kinds of Work"

Poster of women engaged in several work situations. Free.

Scott, Foresman and Co.
99 Bauer Drive
Oakland, N.J. 07436

"People at Work"

Twenty-four 8 x 10 black-and-white photos of people at work.

Women's Action Alliance, Inc.
Non-Sexist Child Development Project
370 Lexington Avenue
New York, N.Y. 10017

"People at Work Photo Packet"
Twenty 8 x 10 black-and-white photos of women and men in various non-traditional jobs.

Change for Children
532 Valencia Street
San Francisco, California 94110

"Photos of Women in Non-Stereotyped Occupations"
Set 1 - Community Helpers
Set 2 - Professionals
$2.50 and 25¢ postage per set

Feminist Resources for Equal Education
P.O. Box 3185
Saxonville Station
Framingham, Mass. 01701

"Women at Work"
Fifteen 8 x 10 photo reproductions of women of different ages and ethnic backgrounds working in non-traditional jobs.

Change for Children
532 Valencia Street
San Francisco, California 94110

Games and Puzzles

Games:
1. Community Careers--Multi-ethnic, non-sexist figures for flannel board. $15.00 + 15% postage
Produced by Instructo Corp

2. Our Community Helpers Play People -- male and female letter carriers, construction workers, doctors, nurses, police officers and business executives. $6.00
Produced by Milton Bradley
Women's Action Alliance
370 Lexington Avenue
New York, N.Y. 10017

Puzzles: Multiracial, non-sexist puzzles of a female crossing guard and a female doctor.
Judy Puzzles
General Learning Corp.
Morristown, N.J. 07960

Curriculum Guides--Commercial Materials

Ahora sabes acerca de la gente en el trabajo. A career awareness program for primary grades of Spanish and English at an intermediate reading level. Components include Teacher's Guide; Readers, set of 5; Cassettes, set of 5. $59.50 per set.
Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611

Project Equality, D. L. Glennon, Director
A set of non-sexist cover education materials that include outlines of lesson plans for task simulation activities, pictures of job situations, outlines of lessons in career education filmstrip, cassette presentation on selected occupations, resource test and media display kits. Available in English only.
Project Equality, DL & Associates, 29638 41st Place South, Auburn, Washington 98002

General Resources--Available in English Only
Commercial Publications

Guidelines for Creating Positive Sexual & Racial Images in Educational Materials--MacMillan Publishing Co., Inc., 866 Third Avenue, New York, N.Y. 10002

Guidelines for the Development of Elementary & Secondary Instructional Materials: The Treatment of Sex Roles. 1975. Holt, Rinehart and Winston, School Dept., 383 Madison Avenue, New York, N.Y. 10017

100 Children's Books About Puerto Ricans: A Study in Racism, Sexism and Colonialism. Interracial Books for Children, Vol. IV Nos. 1 & 2: Spring 1972. Racism & Sexism Resource Center for Educators, Council on Interracial Books for Children, 1841 Broadway, New York, N.Y. 10023 16 pp. $2.50

Career Awareness Storybooks and Coloring Books
Non-Commercial Publications

Elementary Sex-Stereotyped Careers

Curricular materials, Career Education Project, Dept. of Education, Commonwealth of Puerto Rico. 1976-77.
Coloring book pictures portraying women in non-traditional roles.

Los Servidores Públicos

Fernández Editores, S.A. Calzada México Coyoacán 321, México 13, D. F. 1974. 5-7 years. Spanish. 1 book--$0.30
Used to introduce children to community people and their occupations.

My Family & My School

El Renacimiento, P.O. Box 465, Lansing, Michigan 48902. 1972.
3-8 years. English/Spanish. 1 book.
Combination coloring book and storybook, for migrant preschool children to introduce concepts of family and school; can be used with Spanish-speaking students of Southwest.

Bilingual Early Childhood Program

English/Spanish.
Four components: instructional, staff development, parental involvement, music.

Level One	- 3 years	$498.00
Level Two	- 4 years	$420.00
Level Three	- 5 years	$594.00

Southwest Educational Development Laboratory
P.O. Box 1003
Austin, Texas 78767

Curriculum Guide and Bibliography

Reducing Sex-Role Stereotyping Through Career Education.
Although a high school program, the rationale is good and there are many good ideas for non-sexist career education at any level.
Available in English only.

Kathy Quinn
Bristol Career Education Program
Briston, Conn.

Development of Career Awareness Materials for Spanish-speaking Migrant Children. Grades K-6. A Technical Report. An Executive Summary.

Twelve different career-education bilingual (Spanish/English) curriculum units at different levels of student reading ability: Level A--non-reader, Level B--beginning reader, Level C--advanced reader.

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

$49.00 per set

Discover the World of Work

Teacher's Guide/Student Materials. Spanish/English Career Education materials. Grades K-6. A series of 12 curriculum units, each on a different occupation designed to develop career awareness in a migrant and non-migrant Spanish-speaking student, at the advanced, beginning and non-reading levels.
Police Officer, Nurse, Beautician, Sales Clerk, Bank Teller, Butcher, Shipping and Receiving Clerk, Appliance Repair Person, Telephone Operator, Auto Mechanic, Cattle Rancher, Fruit Grower.

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

$49.00 per set

Instructional Resource Unit

Bilingual Education Program. 22 units of instruction including community helpers. Spanish/English program for students age 5.
1 book--$3.00

Houston I.S.D.
3830 Richmond Avenue
Houston, Texas 77027

Kindergarten Curriculum

Bilingual Education Project. 17 units in English and Spanish which include community helpers. For students age 5. 3 books--$11.00.

Las Cruces School District #2
Las Cruces, New Mexico

Nuestra Raza: Sus Trabajos y Sus Construcciones

K, 1, and 2. English/Spanish - bilingual career education materials. Although heavily male oriented, there has been a conscious effort to incorporate materials on women.

Austin Independent School District, 1
Department of Bilingual Education
Austin, Texas

"Una Escoba Para Ana, Cien Oficios Para Juan"

Módulo Número 5. La Comisión Para el Mejoramiento de los Derechos de la Mujer.
A training module in Spanish for elementary school teachers in career awareness.

Departamento de Instrucción
del Estado Libre Asociado de Puerto Rico
Calle Hoare Número 705
Santurce, Puerto Rico

Education Development Center
55 Chapel Street
Newton, Massachusetts 02160

General Resources--Non-Commercial Publications
Available in English Only

Facilities Handbook for Career Education

National Institute of Education
Education and Work Group
1200 19th Street, N.W.
Washington, D.C.

The Effects of a Career Education Curriculum on the Racial Attitudes of Kindergarten Children

Includes descriptive elements on how a curriculum may be designed with color and race in mind while at the same time working towards career orientation. Helps to develop positive self-image and career awareness.

Mr. Primo Toccafondi, Project Coordinator
Career Education
Newark School District
Newark, Delaware 19711

The Development of Career Awareness in Young Children

National Institute of Education
Education and Work Group
1200 19th Street, N.W.
Washington, D.C.

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¡T R A B A J A M O S!

A BILINGUAL/MULTICULTURAL CAREER AWARENESS AND
LANGUAGE ENRICHMENT PROGRAM - K-1

DIRECTORS: MARGOT A. VAZQUEZ BENARIO
RENEE Z. SHERMAN

LANGUAGE AND CULTURAL ADVISORS: ESPERANZA HERNANDEZ
MARTA COTERA

ARTIST: JOAN M. KIRSCHNER

SECRETARY: BLODWEN A. JIMENEZ

NEW YORK, N. Y. WASHINGTON, D. C.

WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM
U. S. EDUCATION DEPARTMENT
SHIRLEY M. HUFSTEDLER, SECRETARY
STEVEN A. MINTER, UNDER SECRETARY
F. JAMES RUTHERFORD, ASSISTANT SECRETARY FOR
EDUCATIONAL RESEARCH AND IMPROVEMENT

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Discrimination Prohibited: No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.

Printed and distributed by Education Developement Center, 1980
55 Chapel Street, Newton, Massachusetts 02160

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INTRODUCCIÓN

Las oportunidades de empleo para mujeres y para personas pertenecientes a los grupos minoritarios históricamente han sido limitadas por el sexismo y el racismo. Las investigaciones que se han realizado, al respecto, han demostrado que los niños, aún desde los grados primarios perciben y aceptan el estereotipo racial como también los papeles que la mujer pueda ser capaz de desempeñar. Para las niñas, en particular, las pertenecientes a los grupos minoritarios, la elección de carreras está drásticamente reducida a unas pocas y todas son de las que se consideran propias para la mujer. Estas costumbres tradicionales se refuerzan en las instituciones educativas, especialmente en la escuela elemental donde se les introduce formalmente a los estudiantes una variedad de modelos desempeñando diferentes oficios. La segregación de oficio, a que ha sido sometida la mujer como lo dicta la tradición, crea una doble limitación para las mujeres. Como consecuencia la perspectiva de sus carreras está restringida tanto por el sexo como por la raza.

La evidencia de que la institucionalización del sexismo y el racismo se mantiene latente en varios segmentos de la escuela elemental fue documentada por estudios tales como los conducidos por el Proyecto Feminista de Baltimore--"Sexism and Racism in Popular Basal Readers, 1964-1976" y "Council on Interracial Books for Children: Racism in Career Education Materials." Otro estudio, realizado por el "Council on Interracial Books for Children"--"Feminists Look at One Hundred Books: The Portrayal of Women in Children's Books on Hispanic Themes", encontró que las mujeres, en los libros de niños, participaban en actividades tales como la jardinería (horticultura), la costura, en juegos con amigas y actuando. Las muchachas jóvenes siempre son vistas como "ayudantes de las madres"--cocinando y limpiando. Las madres se ven principalmente representadas como amas de casa. Sin embargo, si tenían algún oficio, generalmente eran amas de casa con trabajos en fábricas u hospitales o como domésticas que también tenían que cocinar, limpiar y ser madres después del trabajo. Para desempeñar estos trabajos se necesitaba un mínimo de conocimiento de los mismos. Relativamente pocas mujeres hispanas se representaban desempeñando determinadas ocupaciones, las jóvenes hispanas pueden inferir que el papel que ellas van a desempeñar en la vida es el de convertirse en amas de casa o en una combinación de amas de casa y trabajadoras sin mucha preparación.

Aunque la escuela elemental ha presentado estereotipos tradicionales, puede servir como una institución efectiva para desarrollar papeles de oficios que no están estereotipados por el sexo. El propósito del Programa Bilingüe/Multicultural de Conocimiento de Oficios y Profesiones para Estudiantes Hispanos en los Grados Primarios es ampliar los objetivos y la secuencia del curículo de los Estudios Sóciales que se utilizan en los grados primarios.

Al comienzo de los grados primarios el programa introduce doce trabajadores de la escuela y la comunidad dentro del curículo de los Estudios Sociales. El programa consiste de dos equipos: uno en español y otro en inglés. Cada equipo contiene una unidad de tres semanas que puede ser integrada con facilidad dentro del curículo. Cada equipo está dedicado a promover una extensa serie de ocupaciones preferidas, basadas en los intereses y habilidades de los estudiantes y no en los papeles tradicionales

esterectipados por el sexo. Como el material es multicultural, es sensible a las diferencias culturales y lingüísticas que se encuentran entre los grupos que comprenden la comunidad hispana. El alcance de modelos de carreras presentado es suficientemente amplio para tomar en cuenta el regionalismo de los diferentes grupos de personas que hablan español en todos los Estados Unidos. Al mismo tiempo, la propia cultura e idioma del estudiante están realzados o resaltados a través del programa. El estudiante puede progresar en el programa mientras está aprendiendo un segundo idioma.

Estos equipos instructivos son tan concisos que pueden ser usados en la lengua vernácula del estudiante. También pueden ser usados en el segundo idioma del estudiante, con el propósito de realzar su facilidad en el segundo idioma. Por lo tanto, este programa puede ser integrado dentro del curículo de las Artes del Lenguaje existente como también en el del segundo idioma y en el de los Estudios Sociales.

La/el maestra(o) debe medir o asesorar las necesidades de los estudiantes individualmente, con el propósito de determinar la medida realística para implementar el programa. Este instrumento del aprendizaje ha sido estructurado de tal forma que los planes de lección puedan ser terminados dentro de un horario flexible. Algunos de los planes quizás tomen uno o dos días para terminarse, siempre dependiendo de las diferentes actividades que el estudiante pueda realizar.

Componentes del Programa Bilingüe/Multicultural de Conocimiento de Oficios y Profesiones para Estudiantes Hispanos en los Grados Primarios

Equipo del Idioma Inglés (Equipo de la Lengua Inglesa)

Guía del (de la) Maestro(a)

Planes de Lección
- Objetivos de Conducta
  - Lingüístico
  - Socio-Cultural
- Materiales
  - Descripción del Cartel
  - Descripción de Materiales del Estudiante
- Motivación
- Contenido de la Lección
- Evaluación
- Actividades de Comprobación (Suplementarias)

Paquete de Materiales
- Carteles correspondientes a cada lección individual
- Materiales del estudiante correspondientes a cada lección individual (hojas de papel ditto, canciones, juegos y actividades sugeridas)

Instrumento de Evaluación
- Pruebas al comienzo y al final del programa para valorar los cambios del estudiante en sus actitudes hacia los modelos que desempeñan las carreras

Cuaderno del Estudiante
- Recopilación del trabajo del estudiante a medida que progresa en el programa
- Bibliografía y materiales de consulta y recursos
- Publicaciones comerciales
- Programas del Curículo del distrito escolar

Equipo del Idioma Español (de la Lengua Española)

Guía del (de la) Maestro(a)

Planes de Lección
- Objetivos de Conducta
  - Lingüístico
  - Socio-Cultural
- Materiales
  - Descripción del Cartel
  - Descripción de Materiales del Estudiante
- Motivación
- Contenido de la Lección
- Evaluación
- Actividades de Comprobación (Suplementarias)

Paquete de Materiales

Carteles correspondientes a cada lección individual
Materiales del estudiante correspondientes a cada lección individual (hojas de papel ditto, canciones, juegos, y actividades sugeridas)

Instrumento de Evaluación

Pruebas al comienzo y al final del programa para valorar los cambios del estudiante en sus actitudes hacia los modelos que desempeñan las carreras

Cuaderno del Estudiante

Recopilación del trabajo del estudiante a medida que progresa en el programa
Bibliografía y materiales de consulta y recursos
Publicaciones comerciales
Programas del Curículo del distrito escolar

Desarrollo de Destrezas

Añadido a los Objetivos del Programa y a los Objetivos del Aprendizaje, las autoras han recalcado el desarrollo de las destrezas que refuerzan las destrezas básicas introducidas en otras áreas del curículo al comienzo del nivel primario. El diseño de los materiales de aprendizaje facilitará que el estudiante pueda:

Desarrollar la habilidad para discriminar visualmente entre objetos que son diferentes en tamaño, figura, clase, forma, posición y propósito.

Desarrollar la capacidad visual por medio de láminas con palabras o símbolos escritos.

Desarrollar la coordinación de la mano y de la vista de izquierda hacia la derecha.

Desarrollar la habilidad para identificar configuraciones.

Desarrollar la habilidad para identificar y usar numerales y números.

Proveer práctica general en la coordinación motora.

Proveer práctica excelente en la coordinación motora por medio de una variedad de tareas de trazar, tareas de dibujar, etc.

Proveer práctica en la discriminación auditiva.

Estimular al intelecto para crear y criticar por medio de una variedad de actividades cómo desempeñar y clasificar un papel.

Uso del Programa

Los equipos pueden ser usados de diferentes formas de acuerdo con el alcance y el diseño del programa del distrito escolar. Los materiales pueden ser usados dentro de un marco de instrucciones con un grupo grande o pequeño, o por estudiantes individualmente.

Objetivos del Programa

Enfocar en el desarrollo del saber propio, en hacer decisiones y en el conocimiento del mundo de los oficios de la mujer hispana y al mismo tiempo poder mantener y cultivar la propia cultura del niño como parte total del programa.

Recalcar las actividades para el desarrollo de las carreras (los cursos), las cuáles ayudarán a las mujeres hispanas al real desarrollo de las metas de empleo y a competir en el mundo del trabajo.

Presentar, de la propia cultura de la mujer hispana, modelos desempeñando papeles positivos no determinados por el sexo o la tradición, con el propósito de realzar su propia imagen.

Objetivos del Aprendizaje

Introducir a los estudiantes trabajadores de la escuela y la comunidad en papeles, que no sean estereotipados por el sexo o la tradición, ampliando de esta forma las alternativas de las carreras para ambos sexos.

Estimular a estudiantes de ambos sexos a escoger carreras basadas en los intereses y habilidades del individuo y no en el papel que pueden desempeñar de acuerdo con la socialización del sexo.

Introducir y usar un vocabulario con términos y estructuras no determinados por el sexo al relacionar los trabajadores de la escuela y la comunidad y los papeles que desempeñan.

¡TRABAJAMOS!

EQUIPOS 11-15

AYUDANTES DE LA COMUNIDAD

SPANISH EDITION

LA DOCTORA--AYUDANTE DE LA COMUNIDAD

OBJETIVOS DE CONDUCTA	PROCEDIMIENTO	CONTENIDO DE LA LECCIÓN	EVALUACIÓN Y COMPROBACIÓN
LINGÜÍSTICO Dada una serie de actividades, las/los estudiantes podrán usar los terminos siguientes: la doctora/el doctor medicina examen físico cuerpo martillo de los reflejos depresor de lengua (paleta) estetoscopio linterna cinta métrica (para medir) SOCIO-CULTURAL Dada una serie de actividades, las/los estudiantes podrán identificar: una mujer o un hombre en el papel de doctora/ doctor. el trabajo desempenado por la/el doctora/doctor. que las destrezas para el trabajo no son determinadas por el sexo sino basadas en los intereses y habilidades.	MATERIALES Cartel de una mujer puertorriqueña, doctora Depresores de lengua (paletas), cinta métrica, láminas de estetoscopio, martillo de los reflejos y linterna Crayolas 4 hojas de papel ditto Debe de usar instrumentos en vez de láminas cuando sea posible. MOTIVACIÓN La/el maestra/o debe conseguir depresores de lengua (paletas). La/el maestra/o pide a algunos de los estudiantes que abran la boca y digan, "Ahh". La/el maestra/o pregunta: "¿Alguien les ha hecho ésto a Uds.?" "¿Por qué lo hizo?" "¿Cuándo han ido Uds. al doctor?" para el examen físico--para estar saludables cuando estamos enfermos--para sentirnos mejor	Muestre el cartel "La doctora". "¿Cuáles son los instrumentos que la doctora usa cuando los examina?" (Cuando les hace el examen físico.) Los nombres de estos instrumentos deben ser mencionados en la discusión: martillo de los reflejos estetoscopio linterna cinta métrica depresor de lengua "¿Cómo usa la doctora cada uno de estos instrumentos?" JUEGO La/el maestra/a pide algún voluntario para que él/ella desempeñe el papel de doctor/a. Dará al/a la estudiante la lámina del instrumento o el instrumento usado en el momento. Pedirá a otro/a estudiante que sea el/la paciente. Preguntará al/a la estudiante, que hace de doctor/doctora, cómo él/ella usará cada uno de estos instrumentos. Observe si el/la estudiante puede hacerlo (si solamente se puede conseguir la lámina, haga que el/la estudiante pretenda que va a usar el instrumento). Se vuelve a repetir con cada uno de los instrumentos, usando diferentes estudiantes como doctores y pacientes.	EVALUACIÓN Muestre el cartel "La doctora". "¿Cuál es el trabajo que hace esta persona?" "¿Qué te gusta más acerca de este trabajo?" COMPROBACIÓN 1. Si la/el maestra/o puede conseguir los instrumentos que el doctor usa se recomienda la actividad siguiente. La/el maestra/o coloca los instrumentos, uno a uno, en una funda. La/el estudiante trata de adivinar cuál es el instrumento que se encuentra dentro, tocando el objeto con sus manos desde la parte de afuera de la funda. 2. Hoja de papel ditto "Algo se ha perdido". Miren las dos láminas. Pongan una cruz en la lámina donde no aparece uno de los instrumentos. 3. Hoja de papel ditto "Miren como parezco yo". Haga que los estudiantes completan la máscara de la doctora o del doctor.

OBJETIVOS DE CONDUCTA	PROCEDIMIENTO	CONTENIDO DE LA LECCIÓN	EVALUACIÓN Y COMPROBACIÓN
LINGÜÍSTICO Dada una serie de actividades, las/los estudiantes podrán usar los términos siguientes: la/el bodeguera(o)/ la/el tendera(o)/ la/el aborrotera(o)/ bodega/tienda de abarrotes vender comprar dinero comida, alimentos SOCIO-CULTURAL Dada una serie de actividades, las/los estudiantes podrán identificar: una mujer o un hombre en el papel de bodeguera(o)/tendera(o). el trabajo desempeñado por la/el bodequera(o). que las destrezas para el trabajo no son determinadas por el sexo sino basadas en los intereses y habilidades.	MATERIALES Cartel de un bodeguero negro La Caja Mágica Artículos que se venden en una bodega/tienda o comida plástica que se encuentra en el salón (e.j. botes de comida, envases de leche, frutas de plástico y galletas) Cartón Pega/Pegadura y tijeras Revistas y Periódicos Hoja de papel ditto "Bienvenida a Mi Bodega/Tienda" MOTIVACIÓN "La Caja Mágica". La/el maestra/o pone artículos que se venden en la bodega/tienda (botes de comida, frutas, galletas, mantequilla de maní/cacahuate) en "La Caja Mágica". "La Caja Mágica" esta decorada. La/el maestra/o pide voluntarias/os que identifiquen los artículos en la caja. Una/un estudiante cierra los ojos, toca un artículo e identifica lo que es. (cont'd.)	Muestre el cartel "El bodeguero/el tendero". "¿Qué haces tú en una bodega/tienda?" "¿Cómo te ayuda la/el bodeguera(o)/ tendera(o) a encontrar los comestibles?" Te los vende. Te los empaqueta. La/el maestra/o distribuye la hoja de papel ditto "Bienvenidos a Mi Bodega/ Tienda". La hoja de papel ditto enseña a la/al bodeguera(o)/tendera(o) en la bodega/tienda. "¿Puedes encontrar los guineos/plátanos en la lámina?" "Pon un círculo alrededor de los tres guineos/plátanos". "¿Puedes encontrar los dos envases de leche?" "Pon un "x" en los dos envases de leche". "¿Puedes ver otras cosas de comer (comestibles) en la lámina?"	EVALUACIÓN Muestre el cartel "El bodeguero/el tendero". "¿Qué trabajo hace esta persona?" "¿Qué te gusta más acerca de este trabajo?" COMPROBACIÓN 1. Un viaje: Haga los arreglos necesarios, con anterioridad, con la/el bodeguera(o)/tendera(o) del vecindario. Haga que la clase decida, con anterioridad, lo que les gustaría comprar. Vaya caminando hasta la bodega/ tienda. Compre algo. Llévelo de merienda al salón de clase. 2. Proyecto de la clase (collage): "En la Bodega/ Tienda". Haga que los estudiantes recorten de los periódicos y revistas viejas fotos de los artículos que pueden encontrarse en una bodega/ tienda. Coloque un cartón grande en el piso. Haga que los (cont'd.)

EL BODEGUERO/EL TENDERO/EL ABARROTERO--AYUDANTE DE LA COMUNIDAD

OBJETIVOS DE CONDUCTA	PROCEDIMIENTO	CONTENIDO DE LA LECCIÓN	EVALUACIÓN Y COMPROBACIÓN
	MOTIVACIÓN (cont'd.) Cada estudiante identifica solamente un artículo. Cuando todos los artículos estén afuera de la caja, la/el maestra/o pregunta: "¿Dónde podemos comprar estas cosas?" "¿Han estado alguna vez en una bodega/tienda?"		COMPROBACIÓN (cont'd.) estudiantes peguen las fotos en el cartón y dé una clase de collage.

LA DENTISTA--AYUDANTE DE LA COMUNIDAD

OBJETIVOS DE CONDUCTA	PROCEDIMIENTO	CONTENIDO DE LA LECCIÓN	EVALUACIÓN Y COMPROBACIÓN
LINGÜÍSTICO Dada una serie de actividades, las/los estudiantes podrán usar los términos siguientes: la/el dentista dientes carie cepillo de dientes pasta de dientes SOCIO-CULTURAL Dada una serie de actividades, las/los estudiantes podrán identificar: una mujer o un hombre en el papel de dentista. el trabajo desempeñado por una/un dentista. que las destrezas para el trabajo no son determinadas por el sexo sino basadas en los intereses y habilidades.	MATERIALES Cartel de una mujer americana nativa, dentista. Lámina del Diente Triste. Lámina del Diente Saludable (Contento) Pasta de dientes Cepillo de dientes Crayolas, tijeras y pegadura 4 hojas de papel ditto MOTIVACIÓN La/el maestra/o sostiene la lámina del Diente Triste: "Miren a este diente". "¿Qué piensan Uds. que le pasó a este diente?" "¿Qué son todos esos rotos/agujeros?" "¿Por qué está tan triste este diente?" "¿Quiénes piensan Uds. que lo pueden ayudar?"	Muestre el cartel "La dentista". "¿Han estado Uds. alguna vez con el dentista?" "¿Cómo les ayuda la dentista a Uds.? "¿Cómo ayuda la dentista al Diente Triste?" Empasta los dientes. Limpia los dientes. La/el maestra/o enseña la lámina del Diente Saludable después que ha visitado al dentista. La dentista le dio dos cosas al Diente Saludable para poder mantenerlo siempre así. (Nota: La/el maestra/o les enseña el cepillo de dientes y la pasta de dientes.) "¿Uds. saben qué son estas cosas?" "¿Cómo quiere la/el dentista que Uds. las usen?"	EVALUACIÓN Muestre el cartel "La dentista". "¿Cuál es el trabajo que hace esta persona?" "¿Qué te gusta más acerca de este trabajo?" COMPROBACIÓN 1. Hoja de papel ditto "Yo no pertenezco". Pongan una "X" en el cuadro que no pertenece. 2. Hoja de papel ditto "El Diente Triste va al dentista". Usen sus crayolas para seguir la línea de puntos que los lleva a la/al dentista. 3. Hoja de papel ditto. Recorten las cosas que se relacionen con la/el dentista. Péguenlas en la lámina donde pertenecen. 4. Hojas de papel ditto. Coloreen el Diente Triste y el Diente Saludable.

LA TRABAJADORA DE LA CONSTRUCCIÓN--AYUDANTE DE LA COMUNIDAD

OBJETIVOS DE CONDUCTA	PROCEDIMIENTO	CONTENIDO DE LA LECCIÓN	EVALUACIÓN Y COMPROBACIÓN
LINGÜÍSTICO Dada una serie de actividades, las/los estudiantes podrán usar los términos siguientes: la/el trabajadora/trabajador de la construcción construye máquinas grúa máquina empujadora camión de desperdicios SOCIO-CULTURAL Dada una serie de actividades, las/los estudiantes podrán identificar: una mujer o un hombre en el papel de trabajadora/trabajador de la construcción. el trabajo desempeñado por una/un trabajadora/trabajador de la construcción. que las destrezas para el trabajo no son determinadas por el sexo sino basadas en los intereses y habilidades.	MATERIALES Cartel con una mujer chicana, trabajadora de la construcción Lámina de un lugar (sitio) de construcción Crayolas 2 hojas de papel ditto MOTIVACIÓN La/el maestra/o enseña a la clase una lámina con un lugar (sitio) en construcción. "¿Qué piensan Uds. que estos trabajadores están construyendo? escuela edificio de apartamentos hospital camino	"Vamos a mirar la lámina otra vez. ¿Cuáles son algunas de las cosas que Uds. ven en esta lámina que la trabajadora de la construcción usa para construir escuelas, caminos, etc.?" (Nota: La/el maestra/o debe señalar cada una de las máquinas y herramientas en la lámina.) "¿Cuál es la máquina que hace rotos/agujeros en el terreno y excava la tierra?" (máquina empujadora) "¿Cuál es la máquina que transporta (lleva) la tierra?" (camión de desperdicios) "¿Cuál es la máquina que levanta los materiales pesados?" (grúa) "¿Dónde han visto estas máquinas trabajando (operando)?" "¿Cuál de estas máquinas les gustaría operar?" Muestre el cartel "La trabajadora de la construcción". "¿Por qué debe usar ella un casquete en la cabeza para trabajar?" (protección)	EVALUACIÓN Muestre el cartel "La trabajadora de la construcción". "¿Cuál es el trabajo que hace esta persona?" "¿Qué te gusta más acerca de este trabajo?" COMPROBACIÓN 1. Hoja de papel ditto "Máquinas Trabajando". Colorear las máquinas delineadas usadas por la/el trabajadora/trabajador de la construcción. 2. Hoja de papel ditto "Yo no pertenezco". Ponga una "x" en el objeto de cada cuadro que no se relacione con la trabajadora de la construcción. 3. Hoja de papel ditto "Cómo se construye esta casa". Los estudiantes deben poner el #1 en la lámina que indica el primer paso de la construcción de la casa; el #2 para el segundo paso; y el #3 en la que siga.

REPASO DE LAS LECCIONES--AYUDANTES DE LA COMUNIDAD

OBJETIVOS DE CONDUCTA	PROCEDIMIENTO	CONTENIDO DE LA LECCIÓN	EVALUACIÓN Y COMPROBACIÓN
LINGÜÍSTICO Dada una serie de actividades, las/los estudiantes podrán identificar la ocupación, la profesión y el trabajo que desempeñan: la/el doctora/doctor la/el dentista/o la/el bodeguera(o)/tendera(o) la/el trabajadora/trabajador de la construcción SOCIO-CULTURAL Dada una serie de actividades, las/los estudiantes podrán identificar: una mujer o un hombre en los papeles de doctora/doctor, dentista, bodeguera(o)/tendera(o) y trabajadora/trabajador de la construcción. que las destrezas para esos trabajos no son determinadas por el sexo sino basadas en los intereses y habilidades.	MATERIALES 4 carteles - "La doctora", "La dentista", "La trabajadora de la construcción" y "El bodeguero/El tendero" Adivinanzas Juego de Lotería Discos de cartón Hoja de papel ditto MOTIVACIÓN ¿Quién Soy Yo? 4 carteles--deben estar a la vista de las/los estudiantes. "Yo les diré estas adivinanzas". Me pueden decir, ¿Qué hago yo? ¿Quién soy yo?	1. (La/el doctora/doctor) Toco tu garganta con una paleta. Toco tu rodilla con un martillo. Puedo ser mujer o hombre. ¿Qué hago yo? (¿Quién soy yo?) 2. (La/el bodeguera(o)/tendera(o) Tengo una bodega/tienda donde compras tu comida. Puedo ser mujer o hombre. ¿Qué hago yo? (¿Quién soy yo?) 3. (La/el dentista) Te arreglo tus dientes y te los limpio. Puedo ser mujer o hombre. ¿Qué hago yo? (¿Quién soy yo?) 4. (La/el trabajadora/trabajador de la construcción) Los edificios, hospitales y caminos los construyo para ti. Puedo ser mujer o hombre. ¿Qué hago yo? (¿Quién soy yo?)	Juego de Lotería Distribuya la hoja de papel ditto y discos de cartón. La hoja de papel ditto estará dividida en 4 partes. Instrucciones La/el maestra/o dirá el trabajo o la profesión de los ayudantes de la comunidad. Entonces enseña la lámina a la clase. Si la/el estudiente tiene esa lámina en la hoja de papel ditto, debe de cubrirla con un disco de cartón. La/el estudiante que cubra primero todas las láminas es la/el que gana. La/el doctora/doctor depresor de lengua (paleta) martillo de los reflejos estetoscopio linterna cinta métrica (cont'd.)

REPASO DE LAS LECCIONES--AYUDANTES DE LA COMUNIDAD

OBJETIVOS DE CONDUCTA	PROCEDIMIENTO	CONTENIDO DE LA LECCIÓN	EVALUACIÓN Y COMPROBACIÓN
			(cont'd.) La/el dentista diente cepillo de dientes pasta de dientes carie sonrisa La/el bodeguera(o)/ la/el tendera(o) mostrador saco de comestibles potes/botes de comida envase de leche dinero La/el trabajadora/trabajador de la construcción grúa camión de los desperdicios máquina empujadora casquete martillo y puntillas/clavos

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¡TRABAJAMOS!

ACTIVIDADES SUPLEMENTARIAS

JUEGOS

INSTRUMENTO DE EVALUACIÓN

BIBLIOGRAFÍA

SPANISH EDITION

ACTIVADES SUPLEMENTARIAS

Las siguientes actividades proveen ayuda reforzando los objetivos del programa. Estas actividades se pueden añadir a las lecciones individuales o usarse como suplemento o como último recurso para revisar el programa.

1. Invita a personas de la comunidad que no tengan trabajos tradicionales para su sexo. Algunos departamentos de la policía están reclutando mujeres. Los hospitales también tienen enfermeros varones. En muchas comunidades hay mujeres que son médicos.

2. Dramática Creativa. Cada estudiante puede escoger un trabajo que quiera hacer. La/el estudiante debe actuar que está haciendo el trabajo. Los demás estudiantes tienen que adivinar qué trabajo hace la/el estudiante.

3. Estudiantes deben escoger una/un trabajadora/trabajador que les guste y pueden hacer un librito de cuatro páginas con dibujos de lo que hace esa persona en su trabajo.

4. Cuaderno del Estudiante. Cada estudiante adorna un cuaderno y pone todos los papeles ditto de las lecciones en el cuaderno. Así cada estudiante tendrá un librito de todas las trabajadoras y todos los trabajadores que ha estudiado.

JUEGO DE DOMINÓ DE CARRERAS

Separar todas las tarjetas.

Instrucciones:

1. Coloque las tarjetas boca abajo. No las mezcle.

2. Cada jugador/a coge 5 tarjetas.

3. El/la primer jugador/a escoge una de las tarjetas y la pone en el centro de la mesa.

4. El/la jugador/a que le sigue debe buscar entre sus tarjetas la que sea igual a cualquiera de las tarjetas que se encuentran a ambos lados del juego.

5. Si una/uno de las/los jugadoras/es no tiene entre sus tarjetas ura que sea igual a cualquiera de las que están a ambos lados del juego para que el juego pueda continuar, ella/él debe escoger una tarjeta de las que quedan en el montón de la mesa.

6. La/el jugadora/jugador que se quede sin tarjetas es la/el que gana.

Juego

EL MUNDO DE LAS CARRERAS

Materiales: Discos de cartón
Dado

Estos materiales serán obtenidos por la/el maestra/o

Objeto: Ser la/el primera/o en llegar al "Mundo de las Carreras"

Para jugar:

1. Las/los jugadoras/es escogen un disco y lo ponen en la posición "salir" (empezar).

2. Cada jugador/a en turno agita el dado y sigue a lo largo del camino que la/lo lleva al "Mundo de las Carreras".

3. La/el jugadora/jugador cae en el espacio como indican las instrucciones y tiene que seguirlas.

4. Si la/el jugadora/jugador tira el dado y cae en un espacio marcado con una "estrella", ella/él puede mover a cualquiera de los jugadores hacia atrás 2 espacios. La/el jugadora/jugador que le tocó moverse debe seguir las instrucciones que indica el espacio.

5. El juego termina cuando la/el jugadora/jugador que esté delante cruza la línea final y entre al "Mundo de las Carreras".

INSTRUCCIONES PARA EL EXAMEN DE OFICIOS

Escribe tu nombre en frente del panfleto en la línea de arriba. En la misma página, si eres niño, marca con una "X" la cara del niño. Si eres una niña, marca con una "X" la cara de la niña.

Hoy les vamos a hacer preguntas sobre trabajos que hace la gente. Yo les diré algo acerca de cada trabajo. Después que yo les explique lo que se hace en este trabajo, yo les preguntaré, "¿Quién creen ustedes que puede hacer este trabajo?"

Yo les enseñaré la cara de un hombre y la cara de una mujer. A ver, "¿todos me pueden señalar con el dedo la cara del hombre?" "¿Me pueden señalar con el dedo la cara de la mujer?"

Cada vez que yo les haga una pregunta, me pueden contestar en cinco formas diferentes. Fíjensen bien en su pagina. En el cuadro número uno todas son mujeres. Si ustedes creen que solamente las mujeres pueden hacer este trabajo, marquen con una "X" este cuadro. En el cuadro número dos hay más mujeres que hombres. Si ustedes creen que más mujeres que hombres pueden hacer este trabajo, marquen con una "X" este cuadro. En el cuadro número tres hay el mismo número de mujeres y hombres. Si ustedes creen que tanto las mujeres como los hombres pueden hacer este trabajo, marquen con una "X" este cuadro. En el cuadro número cuatro hay más hombres que mujeres. Si ustedes creen que más hombres que mujeres pueden hacer este trabajo marquen con una "X" este cuadro. En el cuadro número cinco hay solamente hombres. Si ustedes creen que solamente los hombres pueden hacer este trabajo marquen con una "X" este cuadro.

Fíjensen en las caras que están en su papel. Las madres son personas que tienen hijas e hijos. "¿Quiénes creen ustedes que pueden ser madres? Marquen con una "X" el cuadro de las personas que pueden ser madres."

Los papás son personas que tienen hijos e hijas. "¿Quiénes creen ustedes que pueden ser papás? Marquen con una "X" el cuadro de las personas que pueden ser papás."

Fíjensen en las caras que están en su papel. "¿Hay personas que pueden dar clases en la escuela?" "¿Quién creen ustedes que puede dar clases en la escuela?" Si ustedes creen que las mujeres nada más pueden dar clases en la escuela, marquen con una "X" el cuadro número uno. Si ustedes creen que más mujeres que hombres puedan dar clases en la escuela, marquen con una "X" el cuadro número dos. Si ustedes creen que tanto las mujeres como los hombres pueden dar clases en la escuela, marquen con una "X" el cuadro número tres. Si ustedes creen que más hombres que mujeres pueden dar clases en la escuela, marquen con una "X" el cuadro número cuatro. Si ustedes creen que solamente los hombres pueden dar clases en la escuela, marquen con una "X" el cuadro número cinco.

Pasen la página sin decir nada en voz alta. Yo les diré algo acerca de un trabajo. Después que yo les explique algo acerca de este trabajo, marquen con una "X" el cuadro de las personas que ustedes creen que puedan hacer el trabajo. Yo les aviso cuando deben pasar la página.

INSTRUCCIONES PARA EL EXAMEN DE OFICIOS

1. Hay personas quienes guían las guaguas/los autobuses escolares y llevan los niños a la escuela.

   "¿Quiénes creen ustedes que pueden guiar las guaguas/los autobuses escolares?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

   Pasen la página.

2. Hay personas quienes escriben a maquinilla/máquina en la oficina de la escuela.

   "¿Quiénes creen ustedes que pueden escribir a maquinilla/máquina en la oficina de la escuela?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

   Pasen la página.

3. Los directores son personas quienes dirigen las escuelas.

   "¿Quiénes creen ustedes que pueden dirigir las escuelas?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

   Pasen la página.

4. Hay personas quienes nos ayudan cuando estamos enfermos en la escuela y ayudan a los médicos en sus oficinas.

   "¿Quiénes creen ustedes que nos pueden ayudar cuando estamos enfermos en la escuela y ayudan a los médicos en sus oficinas?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

   Pasen la página.

5. Hay personas quienes apagan los fuegos.

   "¿Quiénes creen ustedes que pueden apagar los fuegos?" Marquen con una "X" el cuadro de las personas que ustedes creen pue pueden hacer este trabajo.

   Pasen la página.

6. Hay personas quienes recogen la basura.

   "¿Quiénes creen ustedes que pueden recoger la basura?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

   Pasen la página.

7. Los agentes de la policía son personas quienes mantienen la ley.

   "¿Quiénes creen ustedes que pueden mantener la ley?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

Pasen la página.

8. Hay personas quienes nos traen las cartas y los paquetes.

   "¿Quiénes creen ustedes que nos pueden traer las cartas y los paquetes?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

Pasen la página.

9. Hay personas quienes nos venden diferentes artículos de sus tiendas.

   "¿Quiénes creen ustedes que nos pueden vender diferentes artículos de sus tiendas?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

Pasen la página.

10. Hay personas quienes trabajan construyendo edificios y carreteras.

    "¿Quiénes creen ustedes que pueden construir edificios y carreteras?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

Pasen la página.

11. Los doctores son personas quienes nos curan cuando estamos enfermos.

    "¿Quiénes creen ustedes que nos pueden curar cuando estamos enfermos?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

Pasen la página.

12. Los dentistas son personas quienes nos arreglan los dientes.

    "¿Quiénes creen ustedes que pueden arreglar dientes?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

Dejen los lápices en el escritorio.

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Busy People - Kaufman, Joe. Doris Doctor, Trudy Teacher and Irma Installer are among the busy people to be found here. Feminist Book Mart, 162-11 Ninth Avenue, Whitestone, N.Y. 11357

Busy People and How They Do Their Work - Kaufman, Joe. N.Y.: Golden Press, 1973. Pictures of a boy and girl roller skating together, female and male telephone operatros, and female and male postal workers.

Fire Girl - Ages 6-12. The Feminist Press, Box 334, Old Westbury, N.Y. 11568. $3.25.

Girls Can Be Anything - Klein, Norma. Feminist Book Mart, 162-11 Ninth Avenue, Whitestone, N.Y. 11357.

He Bear, She Bear - Berenstein, Stan and Jan. N.Y.: Random House, 1974.

Just Think - Miles, Betty and Blos, Joan. N.Y.: Knopf, 1971. Shows mothers who work outside the home, fathers enjoying their children.

¿Los Camiones, Qué Hacen? - Harper & Row, Dept. 363, 10 E. 53rd St., N.Y., N.Y. 10022. Story about truck drivers and what they do.

Mommies at Work - Merriam, Eve. N.Y.: Knopf, 1961. Combines the home-making and working qualities of women and depicts interesting jobs held by women.

Mothers Can Do Anything - Lasker, Joe. Chicago: Albert Whitman.

My Mother the Mail Carrier
Mi Mamá La Cartera - Inez Maury. Spanish translation. Norah E. Alemary Publishers - The Feminist Press, Box 334, Old Westbury, N.Y. 11568. Ages 4-9. $3.50--32 pages.

Tommy Goes to the Doctor - Wolde, Grenilla. Boston: Houghton Mifflin, 1972. Tommy does to his teddy bear what his doctor (a woman) does to him.

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Career Awareness Picture Books - Available in English Only
Commercial Publications (unless otherwise indicated)

What Can She Be? - Goldreich, Gloria and Goldreich, Esther. N.Y.: Lothrop, Lee & Shepard, 1972. A veterinarian. Photographs show a female veterinarian taking care of animals in her hospital. Other "What Can She Be?" books portray the work of a broadcaster, a lawyer and a police officer.

What I Want to Be When I Grow Up - Burnett, Carol. N.Y.: Simon and Schuster, 1975.

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FILMSTRIPS

A Girl Like Me/A Boy Like Me

2 filmstrips with cassettes and instructor's guide designed to confront sex role stereotypes and create positive self-images for women.

Women's Media Workshop, Inc.
Storyboards by Zelda Zelden, Linda Haggerty and Isabel Luque Black
Instructor's Guide - Dr. Myra Sadker
SA 100 set in English $32.00
SA 100 SP set in Spanish $36.00

Miller-Brody Production, Inc.
342 Madison Avenue - Dept. BM
New York, New York 10017

Career Awareness Series--Introduction to the World of Work

4 filmstrips and 4 cassettes (Spanish on one side, English on the other)
Primary and Elementary Grades
Filmstrip 1. Waking Up to a Busy Day
" 2. People Who Help Our Community
" 3. What Is Our Economy?
" 4. Workers and Their Work
Per Bilingual set $72.00

Bilingual Education Services, Inc.
P.O. Box 669
1603 Hope Street
South Pasadena, California 91030

Career Development for Primary Grades. English/Spanish
The World of Work

Kit - 4 filmstrips, 4 cassettes and teacher's guide with student activities on blackline originals. $81.00
Teacher's Guide $12.00
Gerald Madigan, Thomas Snyder and Joan Thames
Filmstrip 1. People Make a School Go
" 2. Teamwork in a Toy Factory
" 3. Working for an Airline
" 4. Look Out, World, Here I Come!

El Mundo del Trabajo

Gerald Madigan, Thomas Snyder, Joan Thames, A. Rubén and B. Sonico
Filmstrip 1. La Gente Hace la Escuela
" 2. Trabajo Conjunto en una Fábrica de Juguetes
" 3. Trabajando en una Línea Aérea
" 4. ¡Cuidado Mundo ... Que Aquí Vengo!

Media Materials--Commercial Publications

Filmstrip "People Who Work"
Filmstrips and cassettes which stress multi-ethnic world and portray women realistically and actively involved in a working society. Available in English only.

Filmstrip Unit 1: Doctor, Baker, Quiltmaker, Naturalist, Toymaker
5 sound/filmstrips, career hats, finger puppets, Teaching Guide, records/cassettes $79.50

Filmstrip Unit 2: Architect, Photographer, Pilot, Pet Shop Owner, Farmer
5 sound/filmstrips, career hats, finger puppets, Teaching Guide, records/cassettes $79.50

Scholastic Book Service
904 Sylvan Avenue
Englewood Cliffs, N.J. 07632

Trabajemos Con Calle Sésamo
3 career-oriented units: each contains 1 filmstrip with cassette, student reader, student activity book and teacher's manual.

Unit 1: Working in Home Construction
Unit 2: Working with Animals
Unit 3: Working in Transportation
Cost per Unit $39.95
Complete Set $119.00

Bilingual Education Services, Inc.
P.O. Box 669
1603 Hope Street
South Pasadena, California 91030

Photo

"Carteles de Trabajadores"
Twelve 18 x 20 color picture cards depicting Mexican-American people employed in different jobs throughout the nation.
Developmental Learning Materials
7440 Natchez Avenue
Niles, Illinois 60648

"Mothers Do Many Kinds of Work"
Poster of women engaged in several work situations. Free.
Scott, Foresman and Co.
99 Bauer Drive
Oakland, N.J. 07436

"People at Work"
Twenty-four 8 x 10 black-and-white photos of people at work.
Women's Action Alliance, Inc.
Non-Sexist Child Development Project
370 Lexington Avenue
New York, N.Y. 10017

"People at Work Photo Packet"
Twenty 8 x 10 black-and-white photos of women and men in various non-traditional jobs.
Change for Children
532 Valencia Street
San Francisco, California 94110

"Photos of Women in Non-Stereotyped Occupations"
Set 1 - Community Helpers
Set 2 - Professionals
$2.50 and 25¢ postage per set
Feminist Resources for Equal Education
P.O. Box 3185
Saxonville Station
Framingham, Mass. 01701

"Women at Work"
Fifteen 8 x 10 photo reproductions of women of different ages and ethnic backgrounds working in non-traditional jobs.
Change for Children
532 Valencia Street
San Francisco, California 94110

Games and Puzzles

Games:
1. Community Careers--Multi-ethnic, non-sexist figures for flannel board. $15.00 + 15% postage
Produced by Instructo Corp

2. Our Community Helpers Play People -- male and female letter carriers, construction workers, doctors, nurses, police officers and business executives. $6.00
Produced by Milton Bradley
Women's Action Alliance
370 Lexington Avenue
New York, N.Y. 10017

Puzzles: Multiracial, non-sexist puzzles of a female crossing guard and a female doctor.
Judy Puzzles
General Learning Corp.
Morristown, N.J. 07960

Ahora sabes acerca de la gente en el trabajo. A career awareness program for primary grades of Spanish and English at an intermediate reading level. Components include Teacher's Guide; Readers, set of 5; Cassettes, set of 5. $59.50 per set.
Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611

Project Equality, D. L. Glennon, Director
A set of non-sexist cover education materials that include outlines of lesson plans for task simulation activities, pictures of job situations, outlines of lessons in career education filmstrip, cassette presentation on selected occupations, resource test and media display kits. Available in English only.
Project Equality, DL & Associates, 29638 41st Place South, Auburn, Washington 98002

General Resources--Available in English Only
Commercial Publications

Guidelines for Creating Positive Sexual & Racial Images in Educational Materials--MacMillan Publishing Co., Inc., 866 Third Avenue, New York, N.Y. 10002

Guidelines for the Development of Elementary & Secondary Instructional Materials: The Treatment of Sex Roles. 1975. Holt, Rinehart and Winston, School Dept., 383 Madison Avenue, New York, N.Y. 10017

100 Children's Books About Puerto Ricans: A Study in Racism, Sexism and Colonialism. Interracial Books for Children, Vol. IV Nos. 1 & 2: Spring 1972. Racism & Sexism Resource Center for Educators, Council on Interracial Books for Children, 1841 Broadway, New York, N.Y. 10023 16 pp. $2.50

Career Awareness Storybooks and Coloring Books
Non-Commercial Publications

Elementary Sex-Stereotyped Careers

Curricular materials, Career Education Project, Dept. of Education, Commonwealth of Puerto Rico. 1976-77.
Coloring book pictures portraying women in non-traditional roles.

Los Servidores Públicos

Fernández Editores, S.A. Calzada México Coyoacán 321, México 13, D. F. 1974. 5-7 years. Spanish. 1 book--$0.30
Used to introduce children to community people and their occupations.

My Family & My School

El Renacimiento, P.O. Box 465, Lansing, Michigan 48902. 1972.
3-8 years. English/Spanish. 1 book.
Combination coloring book and storybook, for migrant preschool children to introduce concepts of family and school; can be used with Spanish-speaking students of Southwest.

Bilingual Early Childhood Program

English/Spanish.
Four components: instructional, staff development, parental involvement, music.

Level One	- 3 years	$498.00
Level Two	- 4 years	$420.00
Level Three	- 5 years	$594.00

Southwest Educational Development Laboratory
P.O. Box 1003
Austin, Texas 78767

Curriculum Guide and Bibliography

Reducing Sex-Role Stereotyping Through Career Education.
Although a high school program, the rationale is good and there are many good ideas for non-sexist career education at any level.
Available in English only.

Kathy Quinn
Bristol Career Education Program
Briston, Conn.

Development of Career Awareness Materials for Spanish-speaking Migrant Children. Grades K-6. A Technical Report. An Executive Summary.

Twelve different career-education bilingual (Spanish/English) curriculum units at different levels of student reading ability: Level A--non-reader, Level B--beginning reader, Level C--advanced reader.

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

$49.00 per set

Discover the World of Work

Teacher's Guide/Student Materials. Spanish/English Career Education materials. Grades K-6. A series of 12 curriculum units, each on a different occupation designed to develop career awareness in a migrant and non-migrant Spanish-speaking student, at the advanced, beginning and non-reading levels.
Police Officer, Nurse, Beautician, Sales Clerk, Bank Teller, Butcher, Shipping and Receiving Clerk, Appliance Repair Person, Telephone Operator, Auto Mechanic, Cattle Rancher, Fruit Grower.

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

$49.00 per set

Instructional Resource Unit

Bilingual Education Program. 22 units of instruction including community helpers. Spanish/English program for students age 5.
1 book--$3.00

Houston I.S.D.
3830 Richmond Avenue
Houston, Texas 77027

Kindergarten Curriculum

Bilingual Education Project. 17 units in English and Spanish which include community helpers. For students age 5. 3 books--$11.00.

Las Cruces School District #2
Las Cruces, New Mexico

Nuestra Raza: Sus Trabajos y Sus Construcciones

K, 1, and 2. English/Spanish - bilingual career education materials. Although heavily male oriented, there has been a conscious effort to incorporate materials on women.

Austin Independent School District, 1
Department of Bilingual Education
Austin, Texas

"Una Escoba Para Ana, Cien Oficios Para Juan"

Módulo Número 5. La Comisión Para el Mejoramiento de los Derechos de la Mujer.
A training module in Spanish for elementary school teachers in career awareness.

Departamento de Instrucción
del Estado Libre Asociado de Puerto Rico
Calle Hoare Número 705
Santurce, Puerto Rico

Education Development Center
55 Chapel Street
Newton, Massachusetts 02160

General Resources--Non-Commercial Publications
Available in English Only

Facilities Handbook for Career Education

National Institute of Education
Education and Work Group
1200 19th Street, N.W.
Washington, D.C.

The Effects of a Career Education Curriculum on the Racial Attitudes of Kindergarten Children

Includes descriptive elements on how a curriculum may be designed with color and race in mind while at the same time working towards career orientation. Helps to develop positive self-image and career awareness.

Mr. Primo Toccafondi, Project Coordinator
Career Education
Newark School District
Newark, Delaware 19711

The Development of Career Awareness in Young Children

National Institute of Education
Education and Work Group
1200 19th Street, N.W.
Washington, D.C.

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¡T R A B A J A M O S!

A BILINGUAL/MULTICULTURAL CAREER AWARENESS AND
LANGUAGE ENRICHMENT PROGRAM - K-1

DIRECTORS: MARGOT A. VAZQUEZ BENARIO
RENEE Z. SHERMAN

LANGUAGE AND CULTURAL ADVISORS: ESPERANZA HERNANDEZ
MARTA COTERA

ARTIST: JOAN M. KIRSCHNER

SECRETARY: BLODWEN A. JIMENEZ

NEW YORK, N. Y. WASHINGTON, D. C.

WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM
U. S. EDUCATION DEPARTMENT
SHIRLEY M. HUFSTEDLER, SECRETARY
STEVEN A. MINTER, UNDER SECRETARY
F. JAMES RUTHERFORD, ASSISTANT SECRETARY FOR
EDUCATIONAL RESEARCH AND IMPROVEMENT

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Discrimination Prohibited: No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.

Printed and distributed by Education Developement Center, 1980
55 Chapel Street, Newton, Massachusetts 02160

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INTRODUCCIÓN

Las oportunidades de empleo para mujeres y para personas pertenecientes a los grupos minoritarios históricamente han sido limitadas por el sexismo y el racismo. Las investigaciones que se han realizado, al respecto, han demostrado que los niños, aún desde los grados primarios perciben y aceptan el estereotipo racial como también los papeles que la mujer pueda ser capaz de desempeñar. Para las niñas, en particular, las pertenecientes a los grupos minoritarios, la elección de carreras está drásticamente reducida a unas pocas y todas son de las que se consideran propias para la mujer. Estas costumbres tradicionales se refuerzan en las instituciones educativas, especialmente en la escuela elemental donde se les introduce formalmente a los estudiantes una variedad de modelos desempeñando diferentes oficios. La segregación de oficio, a que ha sido sometida la mujer como lo dicta la tradición, crea una doble limitación para las mujeres. Como consecuencia la perspectiva de sus carreras está restringida tanto por el sexo como por la raza.

La evidencia de que la institucionalización del sexismo y el racismo se mantiene latente en varios segmentos de la escuela elemental fue documentada por estudios tales como los conducidos por el Proyecto Feminista de Baltimore--"Sexism and Racism in Popular Basal Readers, 1964-1976" y "Council on Interracial Books for Children: Racism in Career Education Materials." Otro estudio, realizado por el "Council on Interracial Books for Children"--"Feminists Look at One Hundred Books: The Portrayal of Women in Children's Books on Hispanic Themes", encontró que las mujeres, en los libros de niños, participaban en actividades tales como la jardinería (horticultura), la costura, en juegos con amigas y actuando. Las muchachas jóvenes siempre son vistas como "ayudantes de las madres"--cocinando y limpiando. Las madres se ven principalmente representadas como amas de casa. Sin embargo, si tenían algún oficio, generalmente eran amas de casa con trabajos en fábricas u hospitales o como domésticas que también tenían que cocinar, limpiar y ser madres después del trabajo. Para desempeñar estos trabajos se necesitaba un mínimo de conocimiento de los mismos. Relativamente pocas mujeres hispanas se representaban desempeñando determinadas ocupaciones, las jóvenes hispanas pueden inferir que el papel que ellas van a desempeñar en la vida es el de convertirse en amas de casa o en una combinación de amas de casa y trabajadoras sin mucha preparación.

Aunque la escuela elemental ha presentado estereotipos tradicionales, puede servir como una institución efectiva para desarrollar papeles de oficios que no están estereotipados por el sexo. El propósito del Programa Bilingüe/ Multicultural de Conocimiento de Oficios y Profesiones para Estudiantes Hispanos en los Grados Primarios es ampliar los objetivos y la secuencia del curículo de los Estudios Sociales que se utilizan en los grados primarios.

Al comienzo de los grados primarios el programa introduce doce trabajadores de la escuela y la comunidad dentro del curículo de los Estudios Sociales. El programa consiste de dos equipos: uno en español y otro en inglés. Cada equipo contiene una unidad de tres semanas que puede ser integrada con facilidad dentro del curículo. Cada equipo está dedicado a promover una extensa serie de ocupaciones preferidas, basadas en los intereses y habilidades de los estudiantes y no en los papeles tradicionales

estereotipados por el sexo. Como el material es multicultural, es sensible a las diferencias culturales y lingüísticas que se encuentran entre los grupos que comprenden la comunidad hispana. El alcance de modelos de carreras presentado es suficientemente amplio para tomar en cuenta el regionalismo de los diferentes grupos de personas que hablan español en todos los Estados Unidos. Al mismo tiempo, la propia cultura e idioma del estudiante están realzados o resaltados a través del programa. El estudiante puede progresar en el programa mientras está aprendiendo un segundo idioma.

Estos equipos instructivos son tan concisos que pueden ser usados en la lengua vernácula del estudiante. También pueden ser usados en el segundo idioma del estudiante, con el propósito de realzar su facilidad en el segundo idioma. Por lo tanto, este programa puede ser integrado dentro del curículo de las Artes del Lenguaje existente como también en el del segundo idioma y en el de los Estudios Sociales.

La/el maestra(o) debe medir o asesorar las necesidades de los estudiantes individualmente, con el propósito de determinar la medida realística para implementar el programa. Este instrumento del aprendizaje ha sido estructurado de tal forma que los planes de lección puedan ser terminados dentro de un horario flexible. Algunos de los planes quizás tomen uno o dos días para terminarse, siempre dependiendo de las diferentes actividades que el estudiante pueda realizar.

Componentes del Programa Bilingüe/Multicultural de Conocimiento de Oficios y Profesiones para Estudiantes Hispanos en los Grados Primarios

Equipo del Idioma Inglés (Equipo de la Lengua Inglesa)

Guía del (de la) Maestro(a)

Planes de Lección
- Objetivos de Conducta
  - Lingüístico
  - Socio-Cultural
- Materiales
  - Descripción del Cartel
  - Descripción de Materiales del Estudiante
- Motivación
- Contenido de la Lección
- Evaluación
- Actividades de Comprobación (Suplementarias)

Paquete de Materiales
- Carteles correspondientes a cada lección individual
- Materiales del estudiante correspondientes a cada lección individual (hojas de papel ditto, canciones, juegos y actividades sugeridas)

Instrumento de Evaluación
- Pruebas al comienzo y al final del programa para valorar los cambios del estudiante en sus actitudes hacia los modelos que desempeñan las carreras

Cuaderno del Estudiante
- Recopilación del trabajo del estudiante a medida que progresa en el programa
- Bibliografía y materiales de consulta y recursos
- Publicaciones comerciales
- Programas del Currículo del distrito escolar

Equipo del Idioma Español (de la Lengua Española)

Guía del (de la) Maestro(a)

Planes de Lección
- Objetivos de Conducta
  - Lingüístico
  - Socio-Cultural
- Materiales
  - Descripción del Cartel
  - Descripción de Materiales del Estudiante
- Motivación
- Contenido de la Lección
- Evaluación
- Actividades de Comprobación (Suplementarias)

Paquete de Materiales

Carteles correspondientes a cada lección individual
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Pruebas al comienzo y al final del programa para valorar los cambios del estudiante en sus actitudes hacia los modelos que desempeñan las carreras

Cuaderno del Estudiante

Recopilación del trabajo del estudiante a medida que progresa en el programa
Bibliografía y materiales de consulta y recursos
Publicaciones comerciales
Programas del Curículo del distrito escolar

Desarrollo de Destrezas

Añadido a los Objetivos del Programa y a los Objetivos del Aprendizaje, las autoras han recalcado el desarrollo de las destrezas que refuerzan las destrezas básicas introducidas en otras áreas del curículo al comienzo del nivel primario. El diseño de los materiales de aprendizaje facilitará que el estudiante pueda:

Desarrollar la habilidad para discriminar visualmente entre objetos que son diferentes en tamaño, figura, clase, forma, posición y propósito.

Desarrollar la capacidad visual por medio de láminas con palabras o símbolos escritos.

Desarrollar la coordinación de la mano y de la vista de izquierda hacia la derecha.

Desarrollar la habilidad para identificar configuraciones.

Desarrollar la habilidad para identificar y usar numerales y números.

Proveer práctica general en la coordinación motora.

Proveer práctica excelente en la coordinación motora por medio de una variedad de tareas de trazar, tareas de dibujar, etc.

Proveer práctica en la discriminación auditiva.

Estimular al intelecto para crear y criticar por medio de una variedad de actividades cómo desempeñar y clasificar un papel.

Uso del Programa

Los equipos pueden ser usados de diferentes formas de acuerdo con el alcance y el diseño del programa del distrito escolar. Los materiales pueden ser usados dentro de un marco de instrucciones con un grupo grande o pequeño, o por estudiantes individualmente.

Objetivos del Programa

Enfocar en el desarrollo del saber propio, en hacer decisiones y en el conocimiento del mundo de los oficios de la mujer hispana y al mismo tiempo poder mantener y cultivar la propia cultura del niño como parte total del programa.

Recalcar las actividades para el desarrollo de las carreras (los cursos), las cuáles ayudarán a las mujeres hispanas al real desarrollo de las metas de empleo y a competir en el mundo del trabajo.

Presentar, de la propia cultura de la mujer hispana, modelos desempeñando papeles positivos no determinados por el sexo o la tradición, con el propósito de realzar su propia imagen.

Objetivos del Aprendizaje

Introducir a los estudiantes trabajadores de la escuela y la comunidad en papeles, que no sean estereotipados por el sexo o la tradición, ampliando de esta forma las alternativas de las carreras para ambos sexos.

Estimular a estudiantes de ambos sexos a escoger carreras basadas en los intereses y habilidades del individuo y no en el papel que pueden desempeñar de acuerdo con la socialización del sexo.

Introducir y usar un vocabulario con términos y estructuras no determinados por el sexo al relacionar los trabajadores de la escuela y la comunidad y los papeles que desempeñan.

¡TRABAJAMOS!

EQUIPOS 1-5

EMPLEADAS/OS ESCOLARES
(DE LA ESCUELA)

SPANISH EDITION

LA CONDUCTORA DE LA GUAGUA ESCOLAR/DEL AUTOBÚS--EMPLEADA ESCOLAR (DE LA ESCUELA)

OBJETIVOS DE CONDUCTA	PROCEDIMIENTO	CONTENIDO DE LA LECCIÓN	EVALUACIÓN Y COMPROBACIÓN
LINGÜÍSTICO Dada una serie de actividades, la/el estudiante podrá usar los términos siguientes: la conductora de la guagua/del autobús guagua escolar/autobús guía SOCIO-CULTURAL Dada una serie de actividades, la/el estudiante podrá identificar: una mujer o un hombre en el papel de conductora/conductor de la guagua/del autobús. el trabajo desempeñado. que las destrezas no son determinadas por el sexo sino basadas en los intereses y habilidades.	MATERIALES Cartel de una mujer puertorriqueña, conductora de la guagua/del autobús Recortes en formas de pies, bicicleta, carro y guagua escolar/autobús Crayolas 2 hojas de papel ditto MOTIVACIÓN "¿Cómo llegaste hoy a la escuela?" Es el primer día que Elena asiste a la escuela. Ella vive lejos. "¿Cómo llega ella a la escuela?" Muestre recortes: pies (muy lejos) bicicleta (muy lejos - mal tiempo) carro (padres trabajando) guagua escolar/autobús "¿Cuál es la mejor forma de transportación para que ella llegue a la escuela?" (Elena usa la guagua escolar/el autobús.)	Muestre el cartel "La conductora de la guagua escolar/del autobús". Ella recoge a Elena y su amigo, Matthew, y los lleva a la escuela. "¿A quién le gustaría ser la/el conductora/conductor de la guagua escolar/del autobús?" Pida voluntarias/os que hagan los papeles de la/del conductora/conductor de la guagua escolar/del autobús, Elena y Matthew. La/el conductora/conductor de la guagua escolar/del autobús debe recoger a Elena y Matthew y llevarlos a la escuela. (Nota: Esta actividad debe ser repetida muchas veces usando niñas y niños como conductores.)	EVALUACIÓN Muestre el cartel "La conductora de la guagua escolar/del autobús". "¿Cuál es el trabajo que hace esta persona?" "¿Qué te gusta más acerca de este trabajo?" COMPROBACIÓN 1. Hoja de papel ditto "Siga los números". Los estudiantes deben seguir los números para formar una guagua escolar/un autobús. 2. Hoja de papel ditto "¿Cuál es el que no pertenece?" Los estudiantes deben poner una "X" en la lámina que no pertenece.

EL SECRETARIO--EMPLEADO ESCOLAR (DE LA ESCUELA)

OBJETIVOS DE CONDUCTA	PROCEDIMIENTO	CONTENIDO DE LA LECCIÓN	EVALUACIÓN Y COMPROBACIÓN
LINGÜÍSTICO Dada una serie de actividades, la/el estudiante podrá usar los términos siguientes: la/el secretaria/o maquinilla/máquina de escribir oficina teléfono escritorio lápices/plumas SOCIO-CULTURAL Dada una serie de actividades, la/el estudiante podrá identificar: una mujer o un hombre en el papel de la/del secretaria/o. el trabajo desempeñado. que las destrezas no son determinadas por el sexo sino basadas en los intereses y habilidades.	MATERIALES Cartel de un hombre blanco secretario Rompecabezas Crayolas y tijeras 3 hojas de papel ditto MOTIVACIÓN Piezas de un rompecabezas formando la escena de una oficina, incluyendo los artículos siguientes: escritorio teléfono maquinilla/máquina de escribir lápices/plumas Los estudiantes y la/el maestra/o identifican artículos. "¿Qué es esto?" Debe haber un espacio vacío en forma de secretario (hombre), en el rompecabezas. "¿Quién piensan Uds. que trabaja aquí?" La/el maestra/o debe terminar el rompecabezas con la figura del secretario.	Muestre el cartel "El secretario". Él trabaja en la oficina. "¿Han visto, alguno de Uds., alguna vez un secretario trabajando?" "¿Qué hace un secretario con la maquinilla/máquina de escribir?" (La/el maestra/o debe llevar una maquinilla/máquina de escribir.) La/el maestra/o distribuye la hoja de papel ditto (rompecabezas terminado). "¿Cuáles son las cosas que usa una/un secretaria/o?" Encuéntrenlas en su rompecabezas. La/el maestra/o distribuye crayolas y tijeras. Coloreen y corten por la línea de puntos. Los estudiantes arman sus rompecabezas.	EVALUACIÓN Muestre el cartel "El secretario". "¿Cuál es el trabajo que hace esta persona?" "¿Qué te gusta más acerca de este trabajo?" COMPROBACIÓN 1. Hojas de papel ditto "No olvide". Los estudiantes deben poner una "X" en el objeto que no se encuentre en el escritorio del secretario en el segundo ditto. 2. Hoja de papel ditto "La maquinilla/máquina de escribir". Los estudiantes deben colorear la maquinilla/máquina de escribir.

LA DIRECTORA--EMPLEADA ESCOLAR (DE LA ESCUELA)

OBJETIVOS DE CONDUCTA	PROCEDIMIENTO	CONTENIDO DE LA LECCIÓN	EVALUACIÓN Y COMPROBACIÓN
LINGÜÍSTICO Dada una serie de actividades, la/el estudiante podrá usar los términos siguientes: la directora oficina escuela líder SOCIO-CULTURAL Dada una serie de actividades, la/el estudiante podrá identificar: una mujer o un hombre en el papel de directora/director. la labor desempeñada por la/el directora/director. que las destrezas para esa labor no son determinadas por el sexo sino basadas en los intereses y habilidades.	MATERIALES Cartel de una mujer chicana, entrada en años, directora. Crayolas 3 hojas de papel ditto MOTIVACIÓN "¿Se han perdido alguna vez en el edificio de la escuela?" "¿Cómo pudieron encontrar el salón que buscaban?" "Ana se perdió el primer día que asistió a la escuela. Ella estaba buscando su salón de clase pero no pudo encontrarlo. Cuando caminaba por los pasillos se encontró con la Sra. Rivera. La Sra. Rivera ayudó a Ana a encontrar su clase.	Muestre el cartel "La directora". La Sra. Rivera es una persona importante en la escuela. Ella es la líder de la escuela. Vamos a ver cómo la Sra. Rivera ayudó a Ana a encontrar su clase. La/el maestra/o distribuye crayolas y hojas de papel ditto a los estudiantes. Pídales a los estudiantes que tracen una línea que señala a Ana y a la Sra. Rivera el salón de clase. "¿Dónde han visto Uds. a la directora en nuestra escuela?" "¿Cómo los ayuda la directora?" "¿Cómo ayuda la directora a maestros como yo, en la escuela?" "La directora es una ayudante pero vamos a suponer que la directora tiene un problema. Ella tiene que comprar algo para la escuela. La directora no sabe si comprar una televisión, más libros o sillas y mesas nuevas." Los estudiantes Los maestros Los padres ayudan a la directora en sus decisiones.	EVALUACIÓN Muestre el cartel "La directora". "¿Cuál es el trabajo que hace esta persona?" "¿Qué te gusta más acerca de este trabajo?" COMPROBACIÓN 1. Hoja de papel ditto "Vamos a buscar a la directora". Sigan las flechas para encontrar a la directora. Dibujen las otras personas que encuentrar en la escuela. 2. Hoja de papel ditto "¿Quién soy?" Tracen el dibujo de la directora de la escuela.

EL ENFERMERO--EMPLEADO ESCOLAR (DE LA ESCUELA)

OBJETIVOS DE CONDUCTA	PROCEDIMIENTO	CONTENIDO DE LA LECCIÓN	EVALUACIÓN Y COMPROBACIÓN
LINGÜÍSTICO Dada una serie de actividades, la/el estudiante podrá usar los términos siguientes: la/el enfermera/o salud temperatura/fiebre/ calentura gráfica del ojo altura/peso gráfica del crecimiento escala/pesa termómetro SOCIO-CULTURAL Dada una serie de actividades, la/el estudiante podrá identificar: una mujer o un hombre en el papel de enfermera/o. la labor desempeñada por ésta/e. que las destrezas para esa labor no son determinadas por el sexo sino basadas en los intereses y habilidades.	MATERIALES Cartel de un enfermero asiático o americano Láminas de termómetros, gráfica del ojo, gráfica del crecimiento y escala/ pesa Crayolas y tijeras 3 hojas de papel ditto MOTIVACIÓN Muestre el cartel "El enfermero". La funda de agarrar - Ponga las láminas de artículos usados en la oficina del enfermero en la funda: termómetro gráfica del ojo escala gráfica del crecimiento Pida voluntarios que saquen láminas de la funda. "¿Qué es esto?" "¿Quién lo usa?" Los estudiantes igualan (aparean) estas láminas con las láminas en el cartel.	Muestre el cartel "El enfermero". Él trabaja en la escuela. "¿Ha estado, alguno de Uds., alguna vez en la oficina del enfermero?" "¿Por qué fueron allá?" "¿Cómo usa el enfermero: el termómetro? la escala/pesa? la gráfica del crecimiento? la gráfica del ojo? ACTIVIDAD La/el maestra/o distribuye crayolas, tijeras, la hoja de papel ditto con los objetos y la hoja de papel ditto con los espacios. Coloren, recorten y peguen los objetos en los espacios.	EVALUACIÓN Muestre el cartel "El enfermero". "¿Cuál es el trabajo que hace esta persona?" "¿Qué te gusta más acerca de este trabajo?" COMPROBACIÓN 1. La/el maestra/o debe hacer una gráfica del crecimiento de los estudiantes de la clase. 2. Hoja de papel ditto "Yo te veo". Coloren e indiquen la dirección del símbolo con la mano.

REPASO DE LAS LECCIONES--EMPLEADOS ESCOLARES (DE LA ESCUELA)

OBJETIVOS DE CONDUCTA	PROCEDIMIENTO	CONTENIDO DE LA LECCIÓN	EVALUACIÓN Y COMPROBACIÓN
LINGÜÍSTICO Dada una serie de actividades, la/el estudiante podrá identificar el título y la labor desempeñada por: la/el conductora/conductor de la guagua escolar/del autobús el/la enfermero/a el/la secretario/a la/el directora/director SOCIO-CULTURAL Dada una serie de actividades, la/el estudiante podrá identificar: una mujer o un hombre en el papel de conductora/conductor de la guagua escolar/del autobús, enfermera/o, secretaria/o, directora/director. la labor desempeñada por estos ayudantes escolares. que las destrezas para esas labores no son determinadas por el sexo sino basadas en los intereses y habilidades.	MATERIALES 4 carteles - La conductora de la guagua escolar/del autobús, el enfermero, el secretario, y la directora Láminas de lugares de trabajo 2 hojas de papel ditto MOTIVACIÓN La/el maestra/o distribuye crayolas y la hoja de papel ditto "Mapa de la escuela". "¿Cuántos estudiantes vienen a la escuela en la guagua escolar/el autobús?" "¿Dónde los deja la conductora?" La conductora deja a Elena al frente de la escuela. Éste es un dibujo de la guagua escolar/del autobús. Busquen en su mapa la oficina del enfermero. "¿Pueden poner una "X" en la oficina del enfermero?" Busquen en su mapa la oficina de la directora. Pueden poner una "X" en la oficina de la directora?" Busquen en su mapa la oficina de la/del secretaria/o. "¿Pueden poner una "X" en la oficina de la/del secretaria/o?"	Muestre los carteles "La conductora de la guagua escolar/del autobús, El enfermero, El secretario y La directora". "Vamos a imaginarnos que Uds. están visitando las oficinas de la escuela." "¿Cómo van Uds. desde el lugar donde los deja la guagua escolar/el autobús hasta la oficina de la/del enfermera/o?" Cojan sus crayolas y tracen una línea. "¿Cómo van Uds. desde la oficina del/de la enfermero/a a la oficina de la/del secretaria/o?" Tracen una línea con sus crayolas. "¿Cómo van Uds. desde la oficina del/de la secretario/a a la oficina de la/del directora/director?" Tracen una línea con sus crayolas.	EVALUACIÓN Y COMPROBACIÓN 1. Hoja de papel ditto "La escuela grande". Pongan una "X" en la escuela grande.

¡TRABAJAMOS!

ACTIVIDADES SUPLEMENTARIAS

JUEGOS

INSTRUMENTO DE EVALUACIÓN

BIBLIOGRAFÍA

SPANISH EDITION

ACTIVADES SUPLEMENTARIAS

Las siguientes actividades proveen ayuda reforzando los objetivos del programa. Estas actividades se pueden añadir a las lecciones individuales o usarse como suplemento o como último recurso para revisar el programa.

1. Invita a personas de la comunidad que no tengan trabajos tradicionales para su sexo. Algunos departamentos de la policía están reclutando mujeres. Los hospitales también tienen enfermeros varones. En muchas comunidades hay mujeres que son médicos.

2. Dramática Creativa. Cada estudiante puede escoger un trabajo que quiera hacer. La/el estudiante debe actuar que está haciendo el trabajo. Los demás estudiantes tienen que adivinar qué trabajo hace la/el estudiante.

3. Estudiantes deben escoger una/un trabajadora/trabajador que les guste y pueden hacer un librito de cuatro páginas con dibujos de lo que hace esa persona en su trabajo.

4. Cuaderno del Estudiante. Cada estudiante adorna un cuaderno y pone todos los papeles ditto de las lecciones en el cuaderno. Así cada estudiante tendrá un librito de todas las trabajadoras y todos los trabajadores que ha estudiado.

JUEGO DE DOMINÓ DE CARRERAS

Separar todas las tarjetas.

Instrucciones:

1. Coloque las tarjetas boca abajo. No las mezcle.

2. Cada jugador/a coge 5 tarjetas.

3. El/la primer jugador/a escoge una de las tarjetas y la pone en el centro de la mesa.

4. El/la jugador/a que le sigue debe buscar entre sus tarjetas la que sea igual a cualquiera de las tarjetas que se encuentran a ambos lados del juego.

5. Si una/uno de las/los jugadoras/es no tiene entre sus tarjetas una que sea igual a cualquiera de las que están a ambos lados del jueço para que el juego pueda continuar, ella/él debe escoger una tarjeta de las que quedan en el montón de la mesa.

6. La/el jugadora/jugador que se quede sin tarjetas es la/el que gana.

Juego

EL MUNDO DE LAS CARRERAS

Materiales: Discos de cartón
Dado

Estos materiales serán obtenidos por la/el maestra/o

Objeto: Ser la/el primera/o en llegar al "Mundo de las Carreras"

Para jugar:

1. Las/los jugadoras/es escogen un disco y lo ponen en la posición "salir" (empezar).

2. Cada jugador/a en turno agita el dado y sigue a lo largo del camino que la/lo lleva al "Mundo de las Carreras".

3. La/el jugadora/jugador cae en el espacio como indican las instrucciones y tiene que seguirlas.

4. Si la/el jugadora/jugador tira el dado y cae en un espacio marcado con una "estrella", ella/él puede mover a cualquiera de los jugadores hacia atrás 2 espacios. La/el jugadora/jugador que le tocó moverse debe seguir las instrucciones que indica el espacio.

5. El juego termina cuando la/el jugadora/jugador que esté delante cruza la línea final y entre al "Mundo de las Carreras".

INSTRUCCIONES PARA EL EXAMEN DE OFICIOS

Escribe tu nombre en frente del panfleto en la línea de arriba. En la misma página, si eres niño, marca con una "X" la cara del niño. Si eres una niña, marca con una "X" la cara de la niña.

Hoy les vamos a hacer preguntas sobre trabajos que hace la gente. Yo les diré algo acerca de cada trabajo. Después que yo les explique lo que se hace en este trabajo, yo les preguntaré, "¿Quién creen ustedes que puede hacer este trabajo?"

Yo les enseñaré la cara de un hombre y la cara de una mujer. A ver, "¿todos me pueden señalar con el dedo la cara del hombre?" "¿Me pueden señalar con el dedo la cara de la mujer?"

Cada vez que yo les haga una pregunta, me pueden contestar en cinco formas diferentes. Fíjensen bien en su página. En el cuadro número uno todas son mujeres. Si ustedes creen que solamente las mujeres pueden hacer este trabajo, marquen con una "X" este cuadro. En el cuadro número dos hay más mujeres que hombres. Si ustedes creen que más mujeres que hombres pueden hacer este trabajo, marquen con una "X" este cuadro. En el cuadro número tres hay el mismo número de mujeres y hombres. Si ustedes creen que tanto las mujeres como los hombres pueden hacer este trabajo, marquen con una "X" este cuadro. En el cuadro número cuatro hay más hombres que mujeres. Si ustedes creen que más hombres que mujeres pueden hacer este trabajo marquen con una "X" este cuadro. En el cuadro número cinco hay solamente hombres. Si ustedes creen que solamente los hombres pueden hacer este trabajo marquen con una "X" este cuadro.

Fíjensen en las caras que están en su papel. Las madres son personas que tienen hijas e hijos. "¿Quiénes creen ustedes que pueden ser madres? Marquen con una "X" el cuadro de las personas que pueden ser madres."

Los papás son personas que tienen hijos e hijas. "¿Quiénes creen ustedes que pueden ser papás? Marquen con una "X" el cuadro de las personas que pueden ser papás."

Fíjensen en las caras que están en su papel. "¿Hay personas que pueden dar clases en la escuela?" "¿Quién creen ustedes que puede dar clases en la escuela?" Si ustedes creen que las mujeres nada más pueden dar clases en la escuela, marquen con una "X" el cuadro número uno. Si ustedes creen que más mujeres que hombres puedan dar clases en la escuela, marquen con una "X" el cuadro número dos. Si ustedes creen que tanto las mujeres como los hombres pueden dar clases en la escuela, marquen con una "X" el cuadro número tres. Si ustedes creen que más hombres que mujeres pueden dar clases en la escuela, marquen con una "X" el cuadro número cuatro. Si ustedes creen que solamente los hombres pueden dar clases en la escuela, marquen con una "X" el cuadro número cinco.

Pasen la página sin decir nada en voz alta. Yo les diré algo acerca de un trabajo. Después que yo les explique algo acerca de este trabajo, marquen con una "X" el cuadro de las personas que ustedes creen que puedan hacer el trabajo. Yo les aviso cuando deben pasar la página.

INSTRUCCIONES PARA EL EXAMEN DE OFICIOS

1. Hay personas quienes guían las guaguas/los autobuses escolares y llevan los niños a la escuela.

   "¿Quiénes creen ustedes que pueden guiar las guaguas/los autobuses escolares?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

   Pasen la página.

2. Hay personas quienes escriben a maquinilla/máquina en la oficina de la escuela.

   "¿Quiénes creen ustedes que pueden escribir a maquinilla/máquina en la oficina de la escuela?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

   Pasen la página.

3. Los directores son personas quienes dirigen las escuelas.

   "¿Quiénes creen ustedes que pueden dirigir las escuelas?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

   Pasen la página.

4. Hay personas quienes nos ayudan cuando estamos enfermos en la escuela y ayudan a los médicos en sus oficinas.

   "¿Quiénes creen ustedes que nos pueden ayudar cuando estamos enfermos en la escuela y ayudan a los médicos en sus oficinas?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

   Pasen la página.

5. Hay personas quienes apagan los fuegos.

   "¿Quiénes creen ustedes que pueden apagar los fuegos?" Marquen con una "X" el cuadro de las personas que ustedes creen pue pueden hacer este trabajo.

   Pasen la página.

6. Hay personas quienes recogen la basura.

   "¿Quiénes creen ustedes que pueden recoger la basura?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

   Pasen la página.

INSTRUCCIONES PARA EL EXAMEN DE OFICIOS

7. Los agentes de la policía son personas quienes mantienen la ley.

"¿Quiénes creen ustedes que pueden mantener la ley?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

Pasen la página.

8. Hay personas quienes nos traen las cartas y los paquetes.

"¿Quiénes creen ustedes que nos pueden traer las cartas y los paquetes?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

Pasen la página.

9. Hay personas quienes nos venden diferentes artículos de sus tiendas.

"¿Quiénes creen ustedes que nos pueden vender diferentes artículos de sus tiendas?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

Pasen la página.

10. Hay personas quienes trabajan construyendo edificios y carreteras.

"¿Quiénes creen ustedes que pueden construir edificios y carreteras?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

Pasen la página.

11. Los doctores son personas quienes nos curan cuando estamos enfermos.

"¿Quiénes creen ustedes que nos pueden curar cuando estamos enfermos?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

Pasen la página.

12. Los dentistas son personas quienes nos arreglan los dientes.

"¿Quiénes creen ustedes que pueden arreglar dientes?" Marquen con una "X" el cuadro de las personas que ustedes creen que pueden hacer este trabajo.

Dejen los lápices en el escritorio.

Career Awareness Picture Books - Available in English Only
Commercial Publications (unless otherwise indicated)

What Can She Be? - Goldreich, Gloria and Goldreich, Esther. N.Y.: Lothrop, Lee & Shepard, 1972. A veterinarian. Photographs show a female veterinarian taking care of animals in her hospital. Other "What Can She Be?" books portray the work of a broadcaster, a lawyer and a police officer.

What I Want to Be When I Grow Up - Burnett, Carol. N.Y.: Simon and Schuster, 1975.

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Commercial Publications (unless otherwise indicated)

A Woman Is. . . . - Pellet, Elizabeth, Osen, Deborah K., and May, Marguerite P. Walnut Creek, CA: Aardvark Media, Inc., 1971. Tells in poetic form what a woman is by describing some of the many roles women fill. Excellent representation of various racial and ethnic groups.

All Kinds of Mothers - Brownstone, Cecily. N.Y.: McKay, 1969. An interracial book showing mothers who work both outside and inside the home.

Busy People - Kaufman, Joe. Doris Doctor, Trudy Teacher and Irma Installer are among the busy people to be found here. Feminist Book Mart, 162-11 Ninth Avenue, Whitestone, N.Y. 11357

Busy People and How They Do Their Work - Kaufman, Joe. N.Y.: Golden Press, 1973. Pictures of a boy and girl roller skating together, female and male telephone operatros, and female and male postal workers.

Fire Girl - Ages 6-12. The Feminist Press, Box 334, Old Westbury, N.Y. 11568. $3.25.

Girls Can Be Anything - Klein, Norma. Feminist Book Mart, 162-11 Ninth Avenue, Whitestone, N.Y. 11357.

He Bear, She Bear - Berenstein, Stan and Jan. N.Y.: Random House, 1974.

Just Think - Miles, Betty and Blos, Joan. N.Y.: Knopf, 1971. Shows mothers who work outside the home, fathers enjoying their children.

¿Los Camiones, Qué Hacen? - Harper & Row, Dept. 363, 10 E. 53rd St., N.Y., N.Y. 10022. Story about truck drivers and what they do.

Mommies at Work - Merriam, Eve. N.Y.: Knopf, 1961. Combines the home-making and working qualities of women and depicts interesting jobs held by women.

Mothers Can Do Anything - Lasker, Joe. Chicago: Albert Whitman.

My Mother the Mail Carrier
Mi Mamá La Cartera - Inez Maury. Spanish translation. Norah E. Alemary Publishers - The Feminist Press, Box 334, Old Westbury, N.Y. 11568. Ages 4-9. $3.50--32 pages.

Tommy Goes to the Doctor - Wolde, Grenilla. Boston: Houghton Mifflin, 1972. Tommy does to his teddy bear what his doctor (a woman) does to him.

FILMSTRIPS

A Girl Like Me/A Boy Like Me

2 filmstrips with cassettes and instructor's guide designed to confront sex role stereotypes and create positive self-images for women.

Women's Media Workshop, Inc.
Storyboards by Zelda Zelden, Linda Haggerty and Isabel Luque Black
Instructor's Guide - Dr. Myra Sadker
SA 100 set in English $32.00
SA 100 SP set in Spanish $36.00

Miller-Brody Production, Inc.
342 Madison Avenue - Dept. BM
New York, New York 10017

Career Awareness Series--Introduction to the World of Work

4 filmstrips and 4 cassettes (Spanish on one side, English on the other)
Primary and Elementary Grades
Filmstrip 1. Waking Up to a Busy Day
" 2. People Who Help Our Community
" 3. What Is Our Economy?
" 4. Workers and Their Work
Per Bilingual set $72.00

Bilingual Education Services, Inc.
P.O. Box 669
1603 Hope Street
South Pasadena, California 91030

Career Development for Primary Grades. English/Spanish
The World of Work

Kit - 4 filmstrips, 4 cassettes and teacher's guide with student activities on blackline originals. $81.00
Teacher's Guide $12.00
Gerald Madigan, Thomas Snyder and Joan Thames
Filmstrip 1. People Make a School Go
" 2. Teamwork in a Toy Factory
" 3. Working for an Airline
" 4. Look Out, World, Here I Come!

El Mundo del Trabajo

Gerald Madigan, Thomas Snyder, Joan Thames, A. Rubén and B. Sonico
Filmstrip 1. La Gente Hace la Escuela
" 2. Trabajo Conjunto en una Fábrica de Juguetes
" 3. Trabajando en una Línea Aérea
" 4. ¡Cuidado Mundo ... Que Aquí Vengo!

Filmstrip "People Who Work"

Filmstrips and cassettes which stress multi-ethnic world and portray women realistically and actively involved in a working society. Available in English only.

Filmstrip Unit 1: Doctor, Baker, Quiltmaker, Naturalist, Toymaker
5 sound/filmstrips, career hats, finger puppets, Teaching Guide, records/cassettes $79.50

Filmstrip Unit 2: Architect, Photographer, Pilot, Pet Shop Owner, Farmer
5 sound/filmstrips, career hats, finger puppets, Teaching Guide, records/cassettes $79.50

Scholastic Book Service
904 Sylvan Avenue
Englewood Cliffs, N.J. 07632

Trabajemos Con Calle Sésamo

3 career-oriented units: each contains 1 filmstrip with cassette, student reader, student activity book and teacher's manual.

Unit 1: Working in Home Construction
Unit 2: Working with Animals
Unit 3: Working in Transportation
Cost per Unit $39.95
Complete Set $119.00

Bilingual Education Services, Inc.
P.O. Box 669
1603 Hope Street
South Pasadena, California 91030

Photo

"Carteles de Trabajadores"

Twelve 18 x 20 color picture cards depicting Mexican-American people employed in different jobs throughout the nation.

Developmental Learning Materials
7440 Natchez Avenue
Niles, Illinois 60648

"Mothers Do Many Kinds of Work"

Poster of women engaged in several work situations. Free.

Scott, Foresman and Co.
99 Bauer Drive
Oakland, N.J. 07436

"People at Work"

Twenty-four 8 x 10 black-and-white photos of people at work.

Women's Action Alliance, Inc.
Non-Sexist Child Development Project
370 Lexington Avenue
New York, N.Y. 10017

"People at Work Photo Packet"
Twenty 8 x 10 black-and-white photos of women and men in various non-traditional jobs.
Change for Children
532 Valencia Street
San Francisco, California 94110

"Photos of Women in Non-Stereotyped Occupations"
Set 1 - Community Helpers
Set 2 - Professionals
$2.50 and 25¢ postage per set
Feminist Resources for Equal Education
P.O. Box 3185
Saxonville Station
Framingham, Mass. 01701

"Women at Work"
Fifteen 8 x 10 photo reproductions of women of different ages and ethnic backgrounds working in non-traditional jobs.
Change for Children
532 Valencia Street
San Francisco, California 94110

Games and Puzzles

Games:
1. Community Careers--Multi-ethnic, non-sexist figures for flannel board. $15.00 + 15% postage
Produced by Instructo Corp

2. Our Community Helpers Play People-- male and female letter carriers, construction workers, doctors, nurses, police officers and business executives. $6.00
Produced by Milton Bradley
Women's Action Alliance
370 Lexington Avenue
New York, N.Y. 10017

Puzzles: Multiracial, non-sexist puzzles of a female crossing guard and a female doctor.
Judy Puzzles
General Learning Corp.
Morristown, N.J. 07960

Ahora sabes acerca de la gente en el trabajo. A career awareness program for primary grades of Spanish and English at an intermediate reading level. Components include Teacher's Guide; Readers, set of 5; Cassettes, set of 5. $59.50 per set.
Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611

Project Equality, D. L. Glennon, Director
A set of non-sexist cover education materials that include outlines of lesson plans for task simulation activities, pictures of job situations, outlines of lessons in career education filmstrip, cassette presentation on selected occupations, resource test and media display kits. Available in English only.
Project Equality, DL & Associates, 29638 41st Place South, Auburn, Washington 98002

General Resources--Available in English Only
Commercial Publications

Guidelines for Creating Positive Sexual & Racial Images in Educational Materials--MacMillan Publishing Co., Inc., 866 Third Avenue, New York, N.Y. 10002

Guidelines for the Development of Elementary & Secondary Instructional Materials: The Treatment of Sex Roles. 1975. Holt, Rinehart and Winston, School Dept., 383 Madison Avenue, New York, N.Y. 10017

100 Children's Books About Puerto Ricans: A Study in Racism, Sexism and Colonialism. Interracial Books for Children, Vol. IV Nos. 1 & 2: Spring 1972. Racism & Sexism Resource Center for Educators, Council on Interracial Books for Children, 1841 Broadway, New York, N.Y. 10023 16 pp. $2.50

Career Awareness Storybooks and Coloring Books
Non-Commercial Publications

Elementary Sex-Stereotyped Careers

Curricular materials, Career Education Project, Dept. of Education, Commonwealth of Puerto Rico. 1976-77.
Coloring book pictures portraying women in non-traditional roles.

Los Servidores Públicos

Fernández Editores, S.A. Calzada México Coyoacán 321, México 13, D. F. 1974. 5-7 years. Spanish. 1 book--$0.30
Used to introduce children to community people and their occupations.

My Family & My School

El Renacimiento, P.O. Box 465, Lansing, Michigan 48902. 1972.
3-8 years. English/Spanish. 1 book.
Combination coloring book and storybook, for migrant preschool children to introduce concepts of family and school; can be used with Spanish-speaking students of Southwest.

Bilingual Early Childhood Program

English/Spanish.
Four components: instructional, staff development, parental involvement, music.

Level One	- 3 years	$498.00
Level Two	- 4 years	$420.00
Level Three	- 5 years	$594.00

Southwest Educational Development Laboratory
P.O. Box 1003
Austin, Texas 78767

Curriculum Guide and Bibliography

Reducing Sex-Role Stereotyping Through Career Education.
Although a high school program, the rationale is good and there are many good ideas for non-sexist career education at any level.
Available in English only.

Kathy Quinn
Bristol Career Education Program
Briston, Conn.

Development of Career Awareness Materials for Spanish-speaking Migrant Children. Grades K-6. A Technical Report. An Executive Summary.

Twelve different career-education bilingual (Spanish/English) curriculum units at different levels of student reading ability: Level A--non-reader, Level B--beginning reader, Level C--advanced reader.

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

$49.00 per set

Discover the World of Work

Teacher's Guide/Student Materials. Spanish/English Career Education materials. Grades K-6. A series of 12 curriculum units, each on a different occupation designed to develop career awareness in a migrant and non-migrant Spanish-speaking student, at the advanced, beginning and non-reading levels.
Police Officer, Nurse, Beautician, Sales Clerk, Bank Teller, Butcher, Shipping and Receiving Clerk, Appliance Repair Person, Telephone Operator, Auto Mechanic, Cattle Rancher, Fruit Grower.

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

$49.00 per set

Instructional Resource Unit

Bilingual Education Program. 22 units of instruction including community helpers. Spanish/English program for students age 5.
1 book--$3.00

Houston I.S.D.
3830 Richmond Avenue
Houston, Texas 77027

Kindergarten Curriculum

Bilingual Education Project. 17 units in English and Spanish which include community helpers. For students age 5. 3 books--$11.00.

Las Cruces School District #2
Las Cruces, New Mexico

Nuestra Raza: Sus Trabajos y Sus Construcciones

K, 1, and 2. English/Spanish - bilingual career education materials. Although heavily male oriented, there has been a conscious effort to incorporate materials on women.

Austin Independent School District, 1
Department of Bilingual Education
Austin, Texas

"Una Escoba Para Ana, Cien Oficios Para Juan"

Módulo Número 5. La Comisión Para el Mejoramiento de los Derechos de la Mujer.
A training module in Spanish for elementary school teachers in career awareness.

Departamento de Instrucción
del Estado Libre Asociado de Puerto Rico
Calle Hoare Número 705
Santurce, Puerto Rico

Education Development Center
55 Chapel Street
Newton, Massachusetts 02160

General Resources--Non-Commercial Publications
Available in English Only

Facilities Handbook for Career Education

National Institute of Education
Education and Work Group
1200 19th Street, N.W.
Washington, D.C.

The Effects of a Career Education Curriculum on the Racial Attitudes of Kindergarten Children

Includes descriptive elements on how a curriculum may be designed with color and race in mind while at the same time working towards career orientation. Helps to develop positive self-image and career awareness.

Mr. Primo Toccafondi, Project Coordinator
Career Education
Newark School District
Newark, Delaware 19711

The Development of Career Awareness in Young Children

National Institute of Education
Education and Work Group
1200 19th Street, N.W.
Washington, D.C.